

Montsaye Academy



## **Sixth Form Information**

**September 2017**

## **Sixth Form Courses at Montsaye**

Montsaye is proud to offer a wide range of sixth form courses. This brochure outlines courses that are taught exclusively at Montsaye, by experienced teachers who already know the students. This means that the transition to sixth form study can be achieved with few difficulties.

It is important that students select courses appropriate to their needs in terms of ability and career plans. Students must gather as much information as possible to ensure that they make well-informed decisions. The Sixth Form Evening for parents and the Taster Day provide important opportunities to gather information, but students can always talk to their form tutor, subject teachers or sixth form staff.

The information provided in this brochure is divided into six sections under the following headings:

- **Course Information**
- **Entry Requirements**
- **Montsaye Sixth Form**
- **Careers Entitlement**
- **Learning Agreement**
- **Option Blocks**

## Course Information

### Advanced GCE Courses (A Levels)

From September 2017, all A Level courses will be following specifications for the new reformed A Levels. These are two year courses, and students will take the necessary examinations at the end of Year 13; there will be no AS exams at the end of Year 12. AS levels will still exist, but these examinations will be “stand-alone”, and our students will only take them in exceptional circumstances. At the end of year 12, students will be assessed as to whether or not they have reached a standard high enough to allow them to continue into Year 13 to take the A Level.

**Year 12** Depending on the pathway for which they qualify, students will take 3 or 4 subjects. They will be assessed regularly throughout the year. At the end of the year, students will complete mock examinations and practical assessments. Those who achieve a high enough standard throughout the year, as well as in the mock examinations, will be able to carry on and take their A Levels in Year 13. Any who do not will be offered the opportunity to restart Year 12.

**Year 13** Students will complete A Levels for their chosen courses at the end of the year. There will be mock examinations; currently these take place in January.

### Vocational Courses

These courses relate to broad areas of employment and they are assessed by a mixture of coursework and examinations. We currently offer:

- Cambridge Technical Introductory Diploma in IT (equivalent to 1 A Level)
- Cambridge Technical Diploma in IT (equivalent to 2 A Levels)
- BTEC Subsidiary Diploma in Health and Social Care (equivalent to 1 A Level)
- OCR Technical Extended Certificate in Sport (equivalent to 1 A Level)

### General considerations for advanced level study:

- Most students will study three, or possibly four subjects, which they will choose at the start of Year 12; this decision will depend upon their ability (please see the pathways below). Students will not be allowed to study the equivalent of only two courses (please bear in mind that a “double” vocational counts as two courses), so they will not be able to drop a subject if they are only studying three to start with.
- Students may opt to study a combination of A Levels, a combination of vocational courses or a mixture of the two, depending on whether or not they have met the relevant entry criteria.
- All advanced courses will be placed in four option blocks for timetable purposes. Whilst we make every effort to ensure that popular and important subject combinations are possible, there will be some limitations, and students may have to change their choices if we are unable to adjust the timetable.

## Entry Requirements

Students in Year 11 at Montsaye Academy will need to apply formally for a place in the Sixth Form. Academy staff will examine subject choices and offer further guidance, should the need arise. Students will receive confirmation that their application has been successful.

The Academy will admit students from outside Montsaye into Year 12. Entry requirements for courses are the same as those for internal applicants.

Students entering Montsaye Sixth Form will be expected to read and sign a learning agreement which outlines the commitment required to be successful in Post 16 study and the support that students can expect to receive from Academy staff. In addition, Sixth Form students must recognise that they are part of a large community and have a responsibility to abide by our dress code and conduct themselves in a manner that supports the Academy ethos.

As there will be new GCSE grading system for English and Maths for the results received in August 2017, we may make adjustments to entry criteria that include English and Maths once the results have been received to ensure students are on appropriate courses.

### **Entry Requirements for Advanced Courses operate at two levels**

- Pathways based upon the number and type of Level 2 courses gained at the end of Key Stage 4
- Subject specific criteria

### **Thresholds based upon the number and type of Level 2 course results**

- Pathway 1: Students with six B grades or better (or grade 6 in English and Maths) will be able to choose four subjects, or three subjects and the Extended Project Qualification (equivalent to half an A level).
- Pathway 2: Students with six C grades or better (or grade 4 in English and Maths) from GCSE subjects will be able to choose three subjects, providing they meet subject specific criteria.
- Pathway 3: Students with six C grades or better (or grade 4 in English and Maths), including four from GCSE subjects will select an appropriate combination of subjects negotiated between the student and the academy.
- Pathway 4: Students with a minimum of six C grades, or grade 4 in English and Maths, (three from GCSE subjects or fewer) may choose to study a combination of level 3 vocational courses.

## Subject specific criteria

Students will have achieved at least grade C at GCSE in any subject they intend to study at A Level. Students may be able to study an A Level subject they did not take at GCSE, if they meet other entry criteria. If this situation arises, then students will be expected to complete a bridging unit over the summer after GCSE's, or as soon as possible after their choice has been made.

- Students studying English Literature will have achieved a total of at least 8 if their English and English Literature GCSE grades are added together.
- Students studying Languages will have achieved at least a grade B in the higher papers.
- Students studying mathematics at advanced level will have achieved at least grade 6 in mathematics GCSE.
- Students studying psychology will have achieved at least a grade 4 in Maths, and will have no fewer than three B grades (or grade 5 in English and Maths) in examined GCSE subjects.
- Students studying Biology at advanced level will have achieved at least a grade B in Core Science and a B in Additional Science. In addition, a grade 6 or higher in maths GCSE is required. Students studying single sciences will have achieved at least a grade B in Biology, and one other science, as well as a grade 6 in maths.
- Students studying Physics at advanced level will have achieved at least a grade B in Core Science and a B in Additional Science. In addition, a grade 6 or higher in maths GCSE is required. Students studying single sciences will have achieved at least a grade B in Physics, and one other science, as well as a grade 6 in maths.
- Students studying Chemistry at advanced level will have achieved at least a grade B in Core Science and a B in Additional Science. In addition, a grade 6 or higher in maths GCSE is required. Students studying single sciences will have achieved at least a grade B in Chemistry, and one other science, as well as a grade 6 in maths.
- Students studying A Level PE will have achieved at least a grade C in GCSE PE, or a Merit in NCFE PE if they have taken either of those courses during Key Stage 4.
- Students studying A Level Dance will have achieved at least a grade C in GCSE Dance, or will have taken part in dance-related activities outside school, and will be prepared to take part in an audition process.

## GCSE re-takes

Students studying advanced courses who have not achieved GCSE grade 4 or above in mathematics and / or English Language or Literature will be required to re-take these subjects until they achieve a grade 4 or higher. Some students may wish to retake English and maths to achieve a grade 5 so that they future proof their grades for when a grade 5 becomes the accepted standard.

## **Special consideration**

A student may be able to claim special consideration if a medical condition exists (supported by evidence of impact and underlying ability) that has significantly influenced GCSE results in comparison to the predicted outcomes. Such cases will be considered on their individual merits.

## **Requirements for progression from Year 12 to Year 13**

- Students taking examined subjects will have achieved a satisfactory grade in the end-of-year assessments.
- Students will also have to show progress through the assessments undertaken at key points of the year identified on the student calendar. These assessment grades will form part of the consideration in partnership with the end of year examinations.
- Students taking vocational subjects will have finished all work targeted for completion during Year 12.
- Students who do not meet these criteria will be required to attend a meeting before the end of Year 12 to discuss the terms upon which they may return to the sixth form.

## Montsaye Sixth Form

Life in the Sixth Form will be significantly different from the educational experience of Key Stage 4. Students will need to take far greater responsibility for the organisation of their work, both in and out of the classroom. It is essential that students settle into a pattern of good lesson attendance and productive use of non-contact time. Year 12 students are expected to attend supervised private study lessons, which are identified on their timetable – they must expect to work outside lessons if they are to be successful. All students are expected to remain on the Academy premises throughout the day in Year 12. They will gradually be allowed to nominate lessons when they may study at home instead; this will be based upon positive feedback from teachers in reviews.

It is our experience, and the view of most former sixth form students, that Year 12 is the more demanding year of Sixth Form. We aim to support students in making this transition through a programme that includes summer term induction, mentoring and PSHE lessons. A learning agreement, signed by all students in Year 12 outlines the commitment required for study in the Sixth Form. A copy of the agreement appears after the Careers Entitlement Statement.

### **Attendance**

Year 12 students are expected to attend every day until 3.00pm until their review demonstrates that they are making suitable academic progress, at which point lessons for home study can be negotiated. Students must register with their sixth form tutor at morning and afternoon registration, as well as attending a fortnightly year assembly. Subject tutors also maintain a register and lesson attendance is monitored on a regular basis. If at any time students arrive after morning registration or leave the Academy early, they must sign in / out with Mrs McNish (Sixth Form Centre Manager). This is a matter of health and safety in the event of an emergency evacuation of the Academy buildings.

### **Monitoring**

Every Sixth Form student will be placed in a form group with a sixth-form tutor who will act as his or her mentor. Form Tutors will monitor progress and help to resolve any difficulties that may arise. During Year 12 there will be two progress reviews (both of which are sent home to parents) and a subject teacher evening. If we have concerns about a student's progress we will speak first with the student and, if necessary, contact parents.

### **Transport to and from the Academy**

Some years ago the Local Authority stopped providing funds for the daily travel of Sixth Form students. Consequently, the cost of daily travel has been passed directly to the students. This means that students from Desborough and the villages will need to apply to the Local Authority to purchase a bus pass or make their own transport arrangements. They may, of course, make use of the late bus when it runs. A bus pass costs approximately £600 for the academic year. A discounted bus pass is available for families in receipt of certain benefits. Further information can be found at the following website:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/parents/travel/pages/htos.aspx>

## **Enrichment**

Students will be presented with opportunities to broaden their experiences and they will be encouraged to make contributions to Academy life. Over the years many students have made valuable contributions to Academy life by volunteering their time to help younger students or to assist with the organisation of Academy events. It is not only the Academy that benefits from such contributions; students themselves also find such experiences rewarding. Many students refer to these experiences when writing personal statements for their university applications.

In addition to PSHE lessons, students may have the opportunity to become involved in some of the following activities:

- Study visits e.g. in history, geography, biology and art
- Student leadership roles
- Sport events
- Lesson support
- Duke of Edinburgh's Award Scheme
- Primary school support
- Young Enterprise Scheme
- The 'Debating Matters' competition
- Peer mentoring
- Education support – listening to younger students read through the Rapid Readers programme

## **Student Leadership**

Sixth form students are encouraged to make contributions in a range of roles that have been developed in recent years. The Academy has re-established the principle of appointing whole school student leaders, currently two Head Girls. The current post holders provide a link between student groups and the senior staff. They also attend Academy events and have reported to the Governing Body.

## **Sixth Form Tutor Groups**

Since September 2014, sixth form students have come out of the vertical tutor system operating in the rest of the school and are now in separate form groups. The reason for this is that sixth form students require specialist support, and this new system allows us to provide them with this. Sixth form students receive regular mentoring from their tutor, and guidance on academic progress, career plans and university applications, as well as personal support should the need arise. Sixth form students are still able to make a contribution to the whole academy community through supporting younger students during activities planned for afternoon registration.

## Post 16 Careers Entitlement Statement

### A commitment to students entering Post 16 education at Montsaye Academy to provide informed and impartial Career Education Guidance

It is important to recognise that students in Years 12 and 13 have chosen to remain in full time education. As young adults they must take responsibility for certain elements of their career development. In order to benefit from the CEG programme students must:

- attend mentoring appointments with their Form Tutor
- commit themselves to their academic work
- approach staff for assistance rather than wait to be asked if they need help
- conduct careers research in their own time

#### In Years 12 and 13 students are entitled to:

Formal interviews with their Mentor that contribute to a personal record

Discuss concerns with their Mentor or Sixth Form staff at other times

Receive feedback about their academic progress

Undertake activities that help them to review their own strengths and weaknesses, and to set targets for change

Know what career options are available to them

Request Prospects interviews

Receive guidance in the production of personal statements, curriculum vitae and letters of application

Receive guidance upon preparing for interviews

Receive guidance in the completion of UCAS, and other, application forms

Attend the Higher Education Presentation Evening

Attend Careers Conventions promoted by the Academy

Access to Careers and Higher Education resources

Know how to access the Careers Library and Higher Education resources

A Prospects Interview if they leave Academy without completing their courses

#### Careers Education Guidance

Monitoring of student progress and Careers Guidance are very closely linked. The provision at Montsaye (including the Sixth Form) is very well developed and has been recognised by the award of the prestigious **Career Mark** quality standard.

## Learning Agreement September 2016

The purpose of this agreement is to make a clear statement about the requirements of sixth form study and our expectations of you.

Sixth form learning is significantly different from that experienced earlier in the Academy. You will need to become more independent, taking responsibility for the completion of more open-ended tasks and balancing a variety of demands upon your time. The transition will require guidance from Academy staff and effort on your part.

As the oldest students in the Academy, you will be seen as a role model to younger students and be expected to conduct yourself accordingly. In order to ensure you have the skills necessary for employment, you will also be expected to take on extra responsibility and contribute to the Academy community through the House system.

### Montsaye Academy will provide:

- **Teaching and support** that will prepare you to meet the specification requirements of your chosen courses
- **Induction activities**, particularly in the form of **study skills**, to enable a successful transition to Sixth Form learning
- Information about your potential in the form of **target grades**
- Information about **your progress** in meeting the requirements of each subjects, in the form of marking, subject reviews, estimated grades and mentoring discussions
- An understanding of what is required to make **further progress**
- A **working environment** conducive to the completion of work outside lessons, including compulsory study support lessons during Year 12
- **Resources** to enable the completion of work outside lessons
- **Opportunities** to contribute to the Academy and wider communities, and develop the **skills necessary for employment**, by taking on extra responsibility
- **Careers and higher education guidance**
- **Personal support** should the need arise

### In order to be successful in my Sixth Form courses I understand that I should:

- View Sixth Form as a **full time commitment**
- **Take responsibility** for my own learning
- **Attend all timetabled lessons**, including PSHE lessons and study support lessons. I should ensure that my attendance exceeds 95%.
- Discuss any changes I wish to make to my subjects with my tutor, and then complete the relevant form. **I may not drop or change a subject without following this process.**

- **Attend registration** every day (am and pm), until I earn the right to negotiate home study.
- Create and maintain **organised folders** of work as advised by my teachers
- **Complete work as it is set** in order to meet deadlines and avoid falling behind
- Spend the same number of hours on **work outside lessons** that you spend in lessons.
- **Plan** the work I will complete during **study support lessons** so these lessons are used appropriately.
- Participate in the **review process**, both in lessons and by attending all mentoring discussions
- Be prepared to **discuss any difficulties** that may arise with subject teachers or my mentor
- Leave my **phone on silent** and resist the temptation to communicate with friends during lessons
- Ensure that any paid work I do does not take priority over my Academy work. **Under no circumstances should paid work be undertaken during the school day, and it is advisable not to exceed 10 hours per week during term-time.**
- Avoid making appointments that coincide with lessons (including PSHE and study support) e.g. driving lessons.

**In order to fulfil my responsibilities as a Sixth Form student I should:**

- recognise that, as a sixth form student, my conduct and decisions should set an **example for younger students**
- **attend afternoon registration every day**, whether that is year assembly, with my mentor or participating in other activities that contribute to my employability and support other students in the Academy
- **check my school email account on a daily basis** so that I do not miss out on important information.
- **know how to log on to Show My Homework**, and refer to it as directed by subject teachers.
- **sign in and out of the Academy** to provide an attendance record for the purpose of emergency evacuation
- adhere to the **sixth form dress code**
- recognise that, although I am now in the sixth form, I should still observe Academy guidelines about student conduct, especially in lessons.

## **Sixth form network and internet agreement**

### **I understand that:**

- access to the Academy network and internet connection is controlled by standard login and password – neither of which should be shared with other students
- I should only store material relevant to Academy courses in my network area
- I am responsible for everything stored in my network area
- my work area and any storage devices, including personal laptops, used in conjunction with the Academy network, may be checked by Academy staff

## **Sixth Form Plagiarism Agreement**

Plagiarism is taking someone else's work and pretending that it is your own. It includes copying work completed by another student, or copying work from other sources, e.g. the internet.

### **I understand that:**

- if I commit plagiarism, that this is a serious breach of exam regulations which could result in being asked to resubmit work, or disqualification from the final examination. If this reduces the number of subjects studied, then my place in the sixth form could be at risk.

**Sixth Form Dress Code September 2016** – *This is likely to be modified before September 2017 in order to reflect the changes to the lower school uniform.*

Like any place of work Montsaye has expectations of how members of its community should dress. This is not in order to suppress individuality but so that everybody understands what is acceptable and where the boundaries are located. The dress code is designed to enable all members of the community to work together in a safe environment free from embarrassment.

Sixth Form students should dress smartly and appropriately for a working day at the academy. They should be sensitive to the needs of our community and set a good example to our younger students. We expect our students to use their common sense and judgment when choosing clothes for work at the academy. Some things are obvious; smart-fitting, clean jeans are fine; sloppy, messy jeans are definitely not. Sports gear is fine for playing sports, but definitely not acceptable for work. Students should dress in ways which are appropriate for a working day in the academy and this may need to be different from how they dress in other situations.

<b>Appropriate for School</b>	<b>Not appropriate for School</b>
Jeans should be smart, fitting and clean	Ripped, frayed jeans
Smart trousers	Camouflage / combat trousers. Track suit bottoms. No shorts unless taking part in PE / sport
Skirts should be knee length or just above	Very stretchy, short skirts
Smart T shirts / polo shirts	T shirts with large pictures / inappropriate slogans (nothing related to drugs, racist / sexist / homophobic sentiment).
Smart tailored shirts / blouses	Underwear should not be on show and should not cause embarrassment or offence (bra straps, cleavage, underpants). No bare midriffs
Smart shoes / smart, clean trainers	High heels or wedges. Flip flops*
Leggings with a skirt worn over the top (see notes re skirts above)	Leggings without a skirt/dress. Open lace tights or stockings
Any logos on display should be discreet	Logos / slogans such as FCUK or others which are designed to shock or challenge
Discreet / limited piercings	Excessive facial piercings / visible tattoos
Hats outside of the academy buildings	Hats worn inside the buildings

\*For health and safety reasons students should consider the appropriateness of all open footwear when working in higher risk areas such as design and science. The Sixth Form Team will discuss the matter with individual students should the need arise. Appropriate dress is part of the sixth form code of behaviour and if necessary will be dealt with as outlined in the learning agreement.

## **Sixth Form Behaviour Management (Students)**

Students should appreciate that the early stages of this behaviour management policy are seen by the Academy as part of a process that enables students to make a successful transition to sixth form learning. However, the latter stages of this policy provide a structure by which the Academy may deal with persistent concerns about work, attendance or behaviour. Students should be aware that failure to meet the expectations outlined in the Learning Agreement could result in permanent exclusion from the Academy.

- Stage 1** Subject staff will raise concerns about quality of work, meeting deadlines or behaviour in lessons with the student. This will include contact with parents \ carers, and will be recorded on Sims, or in a subject review.
- Stage 2** The relevant mentor will raise concerns with the student, consulting the Assistant Principal KS5 / Assistant Director of Achievement KS5 as appropriate for guidance and/or support.
- Stage 3** If students do not respond to guidance at stages 1 or 2, the Assistant Principal KS5, or the Assistant Director of Achievement KS5 will contact parents \ carers to raise concerns about behaviour in lessons, registration attendance, quality of work, meeting deadlines and lesson attendance.  
Isolated incidents of poor behaviour will be referred directly to the Assistant Principal KS5, who will decide, in consultation with senior colleagues, how best to proceed. This could include moving directly to stages 4 or 5, or a period of internal exclusion.
- Stage 4** If there is no improvement from stage 3, the Assistant Principal KS5 will invite parents \ carers into the Academy to discuss the lack of progress. Targets for improvement and a review date will be agreed during the meeting.
- Stage 5** The student may be excluded from the Academy if he or she fails to meet the targets agreed at stage 4.

## Sixth Form Lesson Attendance

Students should appreciate that attendance in lessons is absolutely crucial to the success of their studies and that choosing which lessons to attend is **not** a privilege accorded to Sixth Form students. The latter stages of this procedure provide a structure within which the school may deal with persistent concerns about attendance. Students should be aware that failure to meet the expectations of high attendance (at least 95%) could result in them being asked to leave.

- Stage 1** Based on information gathered from fortnightly attendance checks, mentors raise concerns about low attendance with the student directly, and ensure students are aware that their parents will be informed if attendance does not improve.
- Stage 2** If the student's attendance does not improve, a letter will be sent to parents \ carers to ensure that they are aware of the situation, to emphasise the importance of regular attendance and to investigate any reasons that may explain it.
- Stage 3** If a student's attendance does not improve in response to guidance at stages 1 or 2, they will have a meeting with the Assistant Principal KS5 / Assistant Director of Achievement KS5, where concerns will be discussed and targets set.
- Stage 4** If there is no improvement from stage 3, the Assistant Principal KS5 / Assistant Director of Achievement KS5 will invite parents/carers into school to discuss the lack of improvement. An attendance target will be set and a review date will be agreed during the meeting.
- Stage 5** If the student fails to meet the target agreed at stage 4, the student will have a meeting with the Assistant Principal KS5 / Assistant Director of Achievement KS5 and the SLT link to explain the reasons why this has not been possible. If it is decided that there is unlikely to be any improvement in the situation, and that therefore Montsaye Academy is not the appropriate place for the student to pursue their education, then the student will be taken off roll and provided with the support necessary to pursue their education elsewhere.

## Option Blocks

The option blocks are designed to ensure that important and popular subject combinations can be studied. However, it is not possible to guarantee every combination because the Year 12 timetable has to fit with six other year groups. Students will be asked to choose three subjects in the first instance, and nominate a fourth subject as stand-by.

### Year 12 A Level option blocks for September 2017

Option A	Option B	Option C	Option D	Option E
Art	Physics	English Literature	Business	Geography
Biology	Psychology	Sociology	Chemistry	History
Religious Studies	Cambridge Technical Diploma in IT (DOUBLE)	Dance*	PE A Level	Maths
Drama*		Product Design	Photography	
French/Spanish*		BTEC Subsidiary Diploma in Health and Social Care	Sociology	GCSE Maths
Cambridge Technical Introductory Diploma in IT (SINGLE)			OCR Technical Extended Certificate in Sport	GCSE English
* These subjects will only run if enough students opt for them.				

### Please note

Student should select only one subject per option block

The Cambridge Technical in IT can be studied as an Introductory Diploma (single) or a Diploma (double) option. If you want to study the “double” qualification, you must select both the “single” and the “double”, i.e. this will take up two of your option blocks. If you wish to study the ‘single’ this must be the single options stated in the block – you cannot study the ‘double’ option on its own.

When making their subject choices, students will be asked to identify subject clashes. We have some flexibility and will look at clashes once we have received all of the anticipated applications. We may be able to solve some of the problems, but cannot guarantee to find a solution to all of them.

All of the subjects in the option blocks will run, so long as there are sufficient numbers of students to make the group viable. If there are small numbers of students, then we cannot guarantee that the course will run.

Details of all subjects offered at Montsaye can be found on the Academy website using the following route: *Parents, Carers and Ofsted / Sixth Form / Sixth Form Entry September 2017*