



Sixth Form Learning Agreement

NAME:

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.

September 2018

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 subject, 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.
- Discuss any changes I wish to make to my subjects with my tutor, and the Head of Sixth Form. **I may not drop or change a subject without following this process**.
- 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.
- 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.

I will comply with the guidelines set out in the 'Attendance and Punctuality Guide'. In particular, I will:

- **Attend all timetabled lessons**, including PSHE lessons and study support lessons. I should ensure that my attendance exceeds 95%.
- **Attend morning registration** every day.
- 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, whether you have**

timetabled lessons or not. 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.
- **Sign in and out of the Academy** to provide an attendance record for the purpose of emergency evacuation.

I will comply with the guidelines set out in the 'Managing your Private Study Guide'. In particular, I will:

- **Plan** the work I will complete during **study support lessons** so these lessons are used appropriately.
- Spend the same number of hours on **work outside lessons** that I spend in lessons.
- Leave my **phone on silent in the study room** and resist the temptation to use it during study time.

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**.
- **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.
- 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

Responsible use of network and internet facilities is a standard workplace requirement, and your use of the Academy network should reflect that you understand this.

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

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. 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.

The Sixth Form Dress Code at Montsaye Academy is as follows:

- Smart footwear. No trainers, converse, flip flops or Ugg boots.
- Smart, dark coloured trousers. Jeans and denim are not permitted. Trousers should not have any frays, fringes or rips.
- Smart skirts. No shorter than 10cm above the knee.
- Smart style dresses. No shorter than 10cm above the knee. No 'body con' style dresses. Dresses must have wide fitting shoulder straps - thin or spaghetti straps are not permitted. No shoulders should be on show.
- Smart cotton shirt or polo shirt (buttoned up). No large logos, although a small, discreet logo on the breast pocket is allowed.
- Smart blouse.
- Smart jumper or cardigan. No hoods or logos. Plain jumpers of a 'sweatshirt-type' material are permitted.
- Ties optional
- Blazers optional
- Outer coats – no denim jackets
- Unobtrusive jewellery
- Natural hair colours
- Sixth Form Lanyard and ID card

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 Policy

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 Go 4 Schools, or in a subject review.
- Stage 2** The relevant mentor will raise concerns with the student, consulting the Head of Sixth Form as appropriate for guidance and/or support.
- Stage 3** If students do not respond to guidance at stages 1 or 2, the Head of Sixth Form 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 Head of Sixth Form, 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 Head of Sixth Form 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 Policy

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. Please read this section in conjunction with the 'Attendance and Punctuality Guide' you have been given.

- Stage 1** Based on information gathered from weekly attendance checks, Form Tutors raise concerns about low attendance with the student directly once it reaches 95%, 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 and falls below 95%, 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. Students will then have a four-week period of attendance monitoring in which to improve.
- Stage 3** If a student's attendance does not improve after four weeks, and in response to guidance at stages 1 or 2, they will have a meeting with the Head of Sixth Form, where concerns will be discussed and targets set.
- Stage 4** If there is no improvement from stage 3, the Head of Sixth Form 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 Head of Sixth Form and the Vice Principal in charge of Sixth Form 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.

Please sign below to say that you have read and understand each section of the Sixth Form Agreement. Once you have signed, please detach this page and hand it in. You may then take the Agreement home for your reference.

I understand what I need to do to be successful as a sixth-form student.

I understand my responsibilities as a sixth-form student.

I understand and will comply with the network and internet agreement.

I understand and will comply with the plagiarism agreement.

I have read and will comply with the sixth-form dress code.

I have read and understand the Sixth Form behaviour policy.

I have read and understand the Sixth Form Attendance policy.

Print	
Sign	
Date	