



Post 16 Handbook 2018-19

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Section 1: Information for Parents and Carers

How can you support your daughter or son during their Post 16 experience?

Many parents feel a little redundant once their child leaves compulsory schooling and are often unsure whether or not their involvement in the educational process is sought or required. From our experience at Lightcliffe Academy Post 16, we are in no doubt that constant, sympathetic parental support makes an enormous contribution to a student's success. Conversely, the absence of such support can often impede a young person's intellectual and emotional development at a time when despite outward appearances they are experiencing huge life changes and responsibilities.

Study facilities at home

This is obviously an individual preference, but perhaps an ideal would be a student's own private space that they can control and feel comfortable in. This might be their study or bedroom or possibly a shared area with others. The important factor is that it is quiet with minimal distractions. We understand that that this is not always possible and sometimes compromises have to be made. The minimum requirement is that a student should be able to work in a warm room at a table under good lighting. Some students claim to be able to do certain kinds of work with background music, but those who attempt to "work" with their books on their knees in front of the television are simply wasting their time. Working with others may be necessary in some homes but the level of concentration needed for advanced work should not be underestimated.

Post 16 Facilities

We have a Post 16 Centre for students to use for their studies, along with the bistro and another study room. They have all been designed to try to ensure that a student's experience of the Post 16 is as positive as possible. With this in mind, we expect that students show respect for the facilities and conduct themselves in an appropriate manner whilst using them.

How much homework?

This depends on the level and nature of each subject but, in general, most students should aim to spend at least **15 hours per week** out of lessons on assigned work, in addition to background reading and extra study needed for topics causing particular difficulties. Obviously we expect students to spend their independent learning time at school effectively but they should still anticipate a good deal of time working at home. Students will have a folder that contains Knowledge Organisers for each topic area within in subject. These should be used by students to ensure they know they content of each topic independently.

The importance of attendance and punctuality

The link between good attendance and academic success is well known. It is for this reason that all students' records of attendance and punctuality will be monitored throughout their time at Lightcliffe Academy. This information is often requested by prospective universities and employers as an indication of a candidate's level of commitment, motivation and self-discipline.

Attendance and Punctuality

We expect all Post 16 students to arrive at school promptly for all their lessons. Students are expected to sign into Post 16 centre at least 5 minutes before each lesson.

Period 1	8:40 – 9:40
Period 2	9:40 – 10:40
Form Period/ Assembly/ Learning Conversations	10:40 – 11:00
Period 3	11:20 – 12:20
Period 4	12:20 – 13:20
Period 5	14:00 – 15:00

Students will be expected to attend an assembly on a Monday form period tutorial session (10.40 a.m. – 11.00a.m.) and a Tuesday and Wednesday there will be a tutorial session; this will be rigorously enforced. Students will be expected to attend a Learning Conversation on a Thursday or Friday with their form tutor at least once a half term.

Subject teachers spend a great deal of time preparing lessons and are entitled to expect students to arrive punctually. Lateness to lessons will not be tolerated in the Post 16. Dental and medical appointments should be made outside of school hours and no holidays will be permitted during term-time. Leave for non-medical emergencies must be requested to the Principal well ahead of any planned absence and is only granted in extreme circumstances.

Meetings for Parents and Carers

Parents' Evening and Moving On Evenings provide opportunities to meet the student's subject teaching staff as well as the Post 16 tutor team and the Director of Post 16. By prior appointment, the Director of Post 16, subject teachers and form tutors are also available for meetings during the year. Please do contact us if you have any questions or concerns regarding any aspect of sixth form life.



Section 2: Support and Guidance

The Post 16 Team

All staff in the Post 16 team are happy to support any student whenever possible.

Assistant Headteacher/Director of Post 16: Mrs Alexandra Fuller

Achievement Director: Mr Aaron Smithson

Post 18 Transition Progress Leader: Miss Laura Drury

Study Room Supervisor/ Pastoral : Mrs Rathmell

Post 16 Form Tutors:

Year 12	Year 13
Emma Swinhoe	Fiona Edmondson
Gareth Lewis	Elle Kendrick
Denise Rathmell	Chris Cresswell
Suzanne Marsland	Nicola Rawnsley
Daniel Leek	Joanne Griffiths
	Kate Perfect

For any personal issues affecting attendance or progress, communication with tutors, in the first instance, is recommended. We know that everyone at some point in their lives is faced with a significant challenge which requires the help of others. The sixth form team can always offer support in some way, even if it's only in helping to safeguard your studies and career path. Please be aware that for more academic issues, the most useful person to see, at least initially, will probably be your son/daughter's subject teacher. Students will have regular mentoring meetings with form tutors where they may discuss any issues.

Students should be aware that the school's Child Protection and Safeguarding Policy require staff to report any concerns to the school's Child Protection Officer if they believe that a student is likely to harm themselves or others, or if they believe a student is the victim of abuse.

ID Cards

All Post 16 students are issued with a Photo ID card which **must be visible at all times. Students use these cards to sign in and out of the building for fire register purposes.** Cards are also used for the cashless catering system and for safeguarding purposes. A payment of £3 will be charged for lost cards and 50p for lost lanyards. These can be found on the school website.

Head Girl and Head Boy

In Year 13, a Head Boy and Head Girl will be selected. Towards the end of Year 12 we will seek nominations for the Head Boy and Head Girl and then all year 12 students will be asked to vote.



Section 3: Our Post 16 Expectations

This is what you, as a student at Lightcliffe Academy, have a right to expect of us:

- A programme of study and an assessment plan will be provided for each subject you study.
- Lessons will start punctually.
- Work submitted by you will be marked promptly and appropriate feedback will be given.
- Work will be set when staff are absent and the lesson covered by another member of staff.
- In the event of a member of staff being absent for a longer period, alternative provision will be provided.
- Your tutor will meet with you regularly to discuss your progress and negotiate targets.
- Teaching staff will review your progress at 4 Progress Tracking Point (PTP) across the year and you will receive feedback via your Tutor.
- You will be able to discuss any concerns you have about your studies with your Tutor. Unresolved problems may be referred to the Achievement Director and/or the Director of Post 16.
- You will have opportunities to take part in a range of social, cultural, recreational and sporting activities.
- You will have access to appropriate careers guidance and Higher Education information.

This is what we expect of you:

- You work hard and accept responsibility for your own learning.
- Attendance at all lessons is compulsory. This includes the PSHCE days. If you know in advance that you will be absent, you must inform us (see Attendance Policy) and make arrangements to complete any work missed.
- You are punctual to lessons.
- You meet deadlines for routine classwork and coursework.
- You are respectful and polite to each other and members of staff.
- You follow the code of behaviour laid out in the Post 16 booklet.

- Clothing worn, hairstyles and general appearance, must be appropriate for a school and professional environment. This means that students may not wear ripped jeans or jogging bottoms, wear clothing with offensive/inappropriate slogans or logos. Students need to show dignity in terms of the amount of skin on show. Hair colours and piercings must again, be appropriate for a school environment.
- You respect and look after the fabric of the academy.
- You attend all examinations punctually. If you do not attend an examination (without good reason) you will pay the examination fee. All resits must be paid for in advance.
- Holidays should not be taken in term time.
- You must maintain a realistic balance between school work and paid work. (Experience shows that up to eight hours per week is the optimum. Those undertaking more than 12 hours per week could be jeopardising their results).

Concerns

If you are concerned about any aspect of your course, you should, in the first instance, talk to the subject teacher concerned. If the matter cannot be resolved, you should speak to your Tutor, who will try to resolve the matter with you, or on your behalf. Your Tutor may, if he or she thinks it appropriate, refer the matter to the Achievement Director. If you are unhappy with the outcome of your complaint, or if you continue to be concerned, you may refer the matter to the Director of Post 16. We will always make every effort to resolve any difficulties quickly, sensitively and fairly.



Section 3: Attendance, Punctuality and Sickness

At Lightcliffe Academy we know that poor attendance and punctuality affects not only an individual student's grades but also the learning of the whole class; content missed may have to be repeated; group activities and presentations are disrupted. It also shows a lack of respect for, and a poor attitude towards the teachers, subjects and school and also a lack of endeavour and aspiration by the students.

Expected Levels of Attendance

98%-100% is the expected level

95%-97% is the satisfactory level

90% - 95% is a cause for concern

Below 90% is a serious concern

While we acknowledge that occasional absence maybe necessary, we expect that this will be verified by a parent/ carer and that they will contact school by phone or email to sixthformabsence@lightcliffeacademy.co.uk to confirm this.

Monitoring of Attendance

All Lightcliffe Academy students will be closely monitored by the school to ensure attendance does not become a barrier to their success.

Absence Policy:

IF STUDENTS KNOW THEY ARE GOING TO BE ABSENT (e.g. – hospital appointments / driving tests / open days)

If students know they are going to be absent, **they MUST notify us in advance** by following the process below:

- Inform a member of Post 16 team
- Provide evidence (if required)
- Inform your subject teachers

If students return to school, and claim absence was due to circumstances which could have been reasonably foreseen, then the absence will be deemed unauthorised UNLESS you have notified us in advance.

IF STUDENTS ARE ABSENT DUE TO UNFORSEEN CIRCUMSTANCES

- School must be contacted on first day of absence by parent – please give name / form / reason / estimated length of absence. Phone: 01422 201028

Students will be allowed off site if they do not have a timetabled lesson or study period. This is a privilege and some students may lose this if it is having a negative impact on their studies.



Section 4: Behaviour and Dress Codes

Behaviour

In Lightcliffe Academy students and staff in Post 16 are committed to creating an atmosphere of mutual respect and shared values in which effective learning can take place and all students can flourish. Post 16 students and staff who teach them operate within the same behaviour framework as the rest of the school. They must take responsibility for keeping the shared work areas clean and tidy, leaving all teaching and communal areas as they would wish to find them. The study spaces should be quiet, clean and tidy areas for focused study. Students who fall below expectations on behaviour will be placed on to the **behaviour system**.

Class Charts

At Lightcliffe Academy we know it is essential for students to be praised for their endeavour and achievements in school but it also to be essential to intervene with students when there is a barrier to their learning and achievements to ensure that they can still be successful. Therefore at Lightcliffe Academy, Class Charts will be used to log students' positive and negative achievements points.

If you fail you to observe the expectations outlined in Section 3, the following sanctions will apply:

Behaviour/ Habit	Intelligence Event	Criteria	Notifies	Action required	Action by
Any	Post 16 Concern Level 1	5 within a year	Director of post 16 / Achievement Director	Check behaviours	Conversation with student
Any	Post 16 Concern Level 2	10 within a year	Director of post 16 / Achievement Director	Check behaviours	Conversation with student, contact home
Any	Post 16 Concern Level 3	15 within a year	Director of post 16 / Achievement Director	Check behaviours	Conversation with student, contact home
Any	Post 16 Concern Level 4	20 within a year	Director of post 16 / Achievement Director	Check behaviours	Invite parents into school
Any	Post 16 Concern Level 5	25 within a year	Director of post 16 / Achievement Director	Check behaviours	Contract with student & invite parents in

Positive behaviour will also be logged:-

Intelligence Event	Criteria	Outcome	Notifies	Action required	Action by
Post 16 1 st Positive Alert	5 positives across the year	Notification	Form Tutor	Tutor Positive praise in form time	None
Post 16 2 nd Positive Alert	10 positives across the year	Notification	Form Tutor Achievement Director Director of Post 16	Parental letter	Teacher / Head of Department
Post 16 3 rd Positive Alert	15 positives across the year	Notification	Tutor Achievement Director Director of Post 16	Parental letter and meeting with Meeting with Achievement Director/ Director of Post 16 and added to termly draw	Achievement Director Director of Post 16
Post 16 4 th Positive Alert	20 positives across the year	Notification	Form Tutor Head of Department Achievement Director Director of Post 16	Parental letter and meeting with Meeting with Achievement Director/ Director of Post 16 and added to termly draw and break time breakfast provided	Achievement Director Director of Post 16
Post 16 5 th Positive Alert	25 positives across the year	Notification	Form Tutor Head of Department Achievement Director Director of Post 16	Parental letter and meeting with Meeting with Achievement Director/ Director of Post 16 and added to termly draw and lunch provided	Achievement Director Director of Post 16

Our Post 16 Dress Code – Smart Casual Dress

As all students are aware, all the staff will now view our Post 16 students as young adult learners at the Academy and will be treating them as such. We therefore have a smart casual dress code for **all post 16 students** whilst showing our school values of dignity and respect. This includes students **not wearing jogging bottoms**.

Our aim is for all students to dress appropriately at all times. You are our role models for younger students and are expected to dress as such. Parents/Carers - please encourage your daughter/son to act on this advice. Students who arrive at the Academy inappropriately dressed will be sent home to change.



Section 5: Teaching and Learning

Teaching and Learning is the most important aspect of any educational environment and this is true at Lightcliffe Academy. The teaching and learning which takes place during Post 16 lessons is fundamental in developing students capable of moving on to university or into the world of work. The knowledge, skills and understanding gained in this time is imperative when developing independent learners outside of the classroom. Effective teaching and learning is fundamental in helping students and staff co-construct a learning environment which will help will enable our students to flourish.



Students at Lightcliffe Academy make outstanding progress because of Endeavour, Aspiration, Dignity, Respect & Service.

Student Voice

Student Voice is a vital element of developing our Post 16 students and although selected students will be on the student council it is important to ask all students opinions on the teaching they are receiving. This will assist in providing us with a clear picture of the teaching and learning in the Post 16 .



Section 6: Tutorial & PSD Programme

Our Post 16 students will be expected to attend a **Post 16 Assembly** every Monday plus additional assemblies where necessary. Assemblies can also help to provide us with the opportunities to showcase any guest speakers and outside agencies who wish to address our Post 16 students.

Post 16 Tutorial sessions will cover a range of subjects and topics to enrich every student's experience at the Academy and to help all students become more independent learners. Post 16 tutorial sessions will take place with the Post 16 tutors twice a week (Tuesday and Wednesday). Please remember that your regular contact time with your tutor is a crucial part of the support that a Post 16 offers. You are able to raise any concerns you have regarding your teaching and learning with your tutor. Your tutor is your first point of contact. On Thursday or Friday students will be expected to act as a leader in a form lower down the school.

Each half there will be a PSCE day which all Post 16 students need to attend. These days are crucial in developing students in other aspects of the curriculum and especially with supporting students in post 18 steps.



Section 7: Work Placements and Part time employment

Work Placements

Previous students have gained work experience throughout the academic year, using their non-teaching time to arrange relevant experiences. Many students arrange to carry out voluntary work in the local community; some previous examples include helping in a local Primary School, assisting in a play scheme for disabled children and working in a local hospital. Students are also expected to arrange a one week work placement. We ask students to make their own provision for work experience and your daughter/son should begin planning for this throughout the year and have their placement finalised by 1st March 2019. After this date we cannot guarantee the Health and Safety checks to be completed on time and students may not be allowed to go on their placement. All our students are encouraged to participate in as many opportunities as possible to develop a broad range of skills and experience.

Extra-Curricular Support

We also encourage students to take an active role with the lower school. They might act as peer mentors, help with homework clubs, run and participate in societies and clubs as well as numerous performing arts and sporting activities. If you wish to run or participate in any clubs or societies, please let your Form Tutor know.

Part-time Employment

We recognise some part-time work is desirable as a useful experience of working life and as a source of much needed cash. A weekend job can be beneficial but do check the pay carefully as there is no doubt that some unscrupulous employers pay unacceptably low wages. The real problem for students is that many part-time jobs are

now much longer than eight hours on a Saturday; often they involve the whole weekend or most weekday evenings until late at night. Students working on such a scale are inevitably tired the following day at school and have little time for homework or revision. Being a student is a demanding full-time occupation and over-long part-time employment is bound to have an adverse effect on college work. Due to their commitment to full-time education, please ensure that any employment decisions are made with careful consideration. **On no account must students undertake part-time employment during school time.**



Section 8: Examinations and Reporting

Examinations

Students sit external examinations in the vocational subjects during the summer term of Year 12, maybe the January of Year 13 and in June of Year 13 for all A Level subjects. The school examinations officer will formally notify students if this is the case. In addition, the school provides internal mock examinations in each subject area. These examinations are very important for two reasons: firstly, they provide students and parents with a useful indicator of each student's progress; and secondly, the results contribute to the overall profile of the student helping to produce estimated grades and references. This information is then provided to potential universities via the University and College Admission Service (UCAS). Many students will not have taken extended and rigorous written papers before and unless they have prepared adequately, the examinations can be quite a shock! The Year 12 mocks or examinations are particularly important since references for application to Higher Education need to be written soon afterwards and the results have a major role in determining estimated grades.

Examination entry policy – re-taking units

If a student requests to re-take a specific unit they will be asked to pay. These may be taken in the June session. If a student is clearly unable to pass an examination in a particular subject we will reserve the right not to enter them. Students who also fail to make satisfactory progress through absence (minimum of 90% attendance) or failure to complete coursework or class assignments are not entered for examinations.

Reporting to Parents

PTP information will be sent home to parents three times a year and these give a predicted grade, a target grade and attitudes to learning (ATL) grade.



Section 9: GCSE English and Maths

From September 2014, it has been a government requirement that any student who does not have a 4 grade at GCSE in Maths and/or English MUST continue to study for these qualifications. Therefore re-sit classes will be timetabled and students will be entered for the exam in November or June of Year 12.



Section 10: Higher Education and Careers

Many students will apply to University through the UCAS system during Year 13. We are obviously not forcing anyone to go to University but we want all students to have the option once they have received their grades to either take up a University place or defer it for one year.

Our previous work with them has included University Focus Days where students had the opportunity to visit Universities and gain valuable experiences and insights into University life.

We will offer assistance with UCAS applications, arrange mentoring to take place and will also offer intensive courses to help students with applications to HE institutions' aside from the UCAS application like Oxbridge. Students will start writing their personal statements in the summer term of Year 12 and they should have completed their statement by early October. Their form tutors and Miss Drury help them with this. Their reference will be written by their Form Tutor.

Open Days

Although students will receive opportunities to visit Universities through the Academy, they are all encouraged and advised on how to sign up for Open Days to visit the Universities they are interested in. The website www.opendays.com is where you can search availability and sign up for visits.

The UCAS Tariff

What is the UCAS Tariff?

It is a points system used to report achievement for entry to higher education (HE) in a numerical format
It establishes agreed comparability between different types of qualifications
It provides comparisons between applicants with different types and volumes of achievement

How does the tariff work?

Points can be aggregated from the different qualifications included in the Tariff
There is no ceiling to the number of points which can be accumulated
There is no double counting – applicants cannot count the same or similar qualifications twice
Achievement at a lower level will be subsumed into the higher level, i.e., AS points will be subsumed into the A level points for the same subject. The same principle applies to VCE A levels and Double Awards, Key Skills and Music awards at different levels or grades

Do students points scores give them an entitlement to entry into HE?

No. Students can assemble points in a variety of ways and not all of these will necessarily be acceptable for entry to a particular HE course. The achievement of a points score therefore does not imply an entitlement to entry, and many other factors are taken into account in the admissions process

What help is there for parents?

We will hold Moving On Evenings that will provide information on how to support students in their next steps. Some of these evenings will be run by University employees who can provide up to date information on entry requirements and finance. They will also be attended by the Director of Post 16, the Post 18 Transition Co-ordinator and the schools Careers Advisor.

UCAS TARIFF

Some universities will ask for **UCAS points** instead of grades. Below are the tariffs for each qualification: -

A Level	
A*	56
A	48
B	40
C	32
D	24
E	16

AS Level	
A	20
B	16
C	12
D	10
E	6

BTEC Certificate (1 Year)	
D*	28
D	24
M	16
P	8

BTEC Sub Diploma (2 Year)	
D*	56
D	48
M	32
P	16

Core Maths	
A	20
B	16
C	12
D	10
E	6

Extended Project	
A*	28
A	24
B	20
C	16
D	12
E	8

Sports Leaders UK: Higher Sports Leadership
16

ADVICE FOR UNIVERSITY APPLICATION – USEFUL WEBSITES

www.ucas.ac.uk/apply

<http://www.guardian.co.uk/education/universityguide>

www.thestudentroom.co.uk

<http://unistats.direct.gov.uk/>

www.ukcoursefinder.com

www.prospects.ac.uk



Section 11: Enrichment and Enhancement Opportunities at the Academy – Creating Citizens of the Future

At Lightcliffe Academy Post 16 we aim to offer a wide range of opportunities for you outside of your studies. These will enable you to develop the skills and the knowledge necessary for you to be prepared for the world of work or higher education. You are encouraged to be key members of our school and are expected to be the role models for our younger students. This means you are encouraged to take on roles and responsibilities within the Academy – roles that will stretch and challenge you. The strands that underpin your Citizenship and Enrichment experience at

the Academy are listed below. However, this is not an exhaustive list and we are happy to hear any other suggestions that you may come up with.

Enrichment opportunities this year include:

- **Senior Prefects** – assisting with mentoring of younger students, helping the Lightcliffe community with a variety of tasks
- **Sports Leaders**
- **Arts award**
- **Scholars programme**
- **Vinspired**
- **Debating team**
- **First Aid course**
- **Fundraising** – run by the sixth form students Fundraising Committee
- **EPQ** – Extended Project Qualification
- **Progression Module**
- **Sign Language Course**

Student Voice and Representation

All students will get an opportunity to have a democratic experience at Lightcliffe Academy Post 16. The Student Council has been pivotal in deciding on critical matters of our development and any sixth form student may stand for election. The Academy also has Senior Prefects, a Head Boy and Girl and Vice Head Boy and Girl. Students are nominated by their peers and then a vote takes place.

Tutorial Programme

You are expected to attend tutorials Tuesday and Wednesday (10.40-11am). This time is valuable contact time with your Form Tutor. You will cover a range of topics, including revision skills, throughout the year. It is also important when you are preparing for University or for employment/Apprenticeship/Further Education opportunities. You will receive the guidance and advice from your tutors during these sessions. However, as our role models for our younger students, we obviously expect all of our Post 16 students to take on roles and responsibilities within the Academy to ensure an enriched and varied experience of Post 16 life. This includes attending a form each week lower down the school. Some Post 16 students will wish to take on roles such as **Peer- Mentors** for the younger students. This is a very rewarding role and is one that many students continue throughout their time in the Post 16 Form. Please speak with your Subject Teachers, Form Tutor about the opportunities on offer. This will usually take place during one tutorial session per week.

At least once a term your form tutor will meet you in form time on a Thursday or Friday to review your progress and discuss your next steps in school and Post 18.

Community Development Opportunities

We encourage all students to be involved in our Academy community and our wider community while studying at Lightcliffe Academy Post 16. However, although the tutors and the Director of Post 16 will be happy to help arrange an enriching role/responsibility, please be advised that the onus is on the student to seek out opportunities that would be the most suitable and rewarding. Enriching experiences do not just stop at the community programmes and students are actively encouraged to be involved with their Academy community as **Sports Leaders, Mentors, Head Boy and Head Girl, and Post 16 Senior Prefects.**



Section 12: C6

We are working with Brighouse High School, Brooksbank, Crossley Heath and Ryburn Valley to deliver a number of subjects. We currently have students who go to Brighouse High school to study Photography and politics while studying their other subjects at Lightcliffe Academy.



Section 13: Independent Study

At Lightcliffe Academy we want to support students in their ability to work more effectively independently. With Post 16 exams being linear, exams at the end of KS4 being non modular and the need for students to retain more knowledge and content we need to aid our students with of learning content outside of the class room environment.

To aid with this, the aim is to use the Knowledge Organisers (KO) across all subjects and year groups to help students to have a consistent approach to the way they can carry out their independent work in their own study time for revision purposes, going over class work and extending their learning around their subject areas.

The Knowledge Organisers will be used in subject in a way that is most supportive for the learning in that specific area. Students will be given an exercise book in Key Stage 3 and 4 and in a folder at Key Stage 5. Students will keep these books on them at all times and form tutors will be responsible for the checking of them in terms of getting an overview of how students are using the folder but subject teachers will need to ensure that the KO are given to student and kept within their KO Books.



Section 14: Post 17 Home School Partnership Contract 2018-20

Lightcliffe Academy Sixth Form's aim for you is that you realise your academic and personal potential. The following contract should be read carefully and signed by entrants and their parents. Failure to meet the conditions could lead to you jeopardising your place in sixth form.

The school agrees to provide: -

- Initial and continuing guidance about courses to meet your needs.
- Appropriate teaching, setting and marking of homework.
- Provide a half termly report on attendance and any issues arising.
- Facilities and resources for private study, and guidance towards developing sound learning skills and habits.
- Considered and comprehensive advice about higher education and careers.
- A willingness to talk with you and your parent(s) / carer(s), in order that we work together to help you realise your potential.
- The opportunity to take part in regular enrichment activities.
- A genuine concern for the welfare and development of all students. No student should ever feel that there is no one on the staff to turn to.
- Authorisation for students to leave the school site during any free periods and break times when good independent work routines have been established and attendance is at the schools expected average of 95%.

The student agrees to: -

- Ensure that their student ID card is visible at all times when on the school site and follows the Sixth Form Dress code policy of smart/casual dress adhering to the school values of dignity and respect. (ie. No joggers/ripped jeans, cropped tops etc.)
- Check e-mails each day by logging into and managing school e-mail account.
- Full and prompt attendance at all timetabled classes, registration sessions, mentoring appointments, assemblies and any additional commitments as necessary. **Persistent attendance problems will result in the**

student having to pay for examination entries.

- Sign-out on the fire register swipe system or signing out book when allowed off-site during any free periods and break times, when permitted to do so.
- Complete all homework, coursework, projects and assignments to deadlines.
- Demonstrate appropriate conduct in lessons.
- Address concerns raised by staff on the behaviour log, reports etc, and be available to meet staff who may need to see you outside of timetabled lessons.
- Show respect for others and their property at all times, **acting as a role model for lower school students.**
- Understand the consequences of sharing and using inappropriate language / comments regarding the school or members of its community on social networking sites.
- Demonstrate effective time management skills, ensuring that work and social commitments allow sufficient time for successful study. Students should not commit to work during school hours.
- Read, understand and abide by policies outlined in the sixth form handbook.

The parent/carers agree to: -

- Support the ethos and values of the Academy and its policies.
- Reinforce the Academy's expectations of attitude and behaviour.
- Support my son/daughter's education by attending parents' evenings and meetings about my son/daughter's progress and development.
- Support my son/daughters homework and opportunities for home learning and help them find a meaningful work experience opportunity.
- Ensure my son/daughter attends and is punctual, being fully and properly equipped for lessons and only leaves the school site in free periods and break times.
- Ensure that my son/daughter follows the Academy's dress code and is presented smart/casual at all times.
- Encourage my child to have positive attitude to their education and have high aspirations for their future.
- Let the Academy know about any concerns that might affect my son/daughter's work, behaviour and development.

Finally, if you have any queries or concerns you can either phone school on 01422 201028 and speak to one of the Post 16 team or email Mrs Alexandra Fuller:

afuller@lightcliffeacademy.co.uk