



**Sixth Form  
Handbook  
2017-18**

## Contents

1. Information for Parents and Carers
2. The Home-Academy Agreement – Shared Expectations
3. Expectations i) Attendance, Punctuality and Sickness Policies
4. Expectations ii) Behaviour and Dress Codes
5. Sixth Form Teaching and Learning
6. Sixth Form Tutorial Programme
7. Work Experience and Part Time employment
8. Examinations and Reporting Procedures
9. GCSE English and Maths
10. Higher Education and Careers
11. Enrichment and Enhancement Opportunities at the Academy



## SECTION 1: Information for Parents and Carers

### **How can you support your daughter or son during their Sixth Form 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 Sixth Form, 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.

### **SIXTH FORM FACILITIES**

We have a Sixth Form Centre for students to use for their studies, along with the bistro and study room. They have all been designed to try to ensure that a student's experience of the sixth form 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.

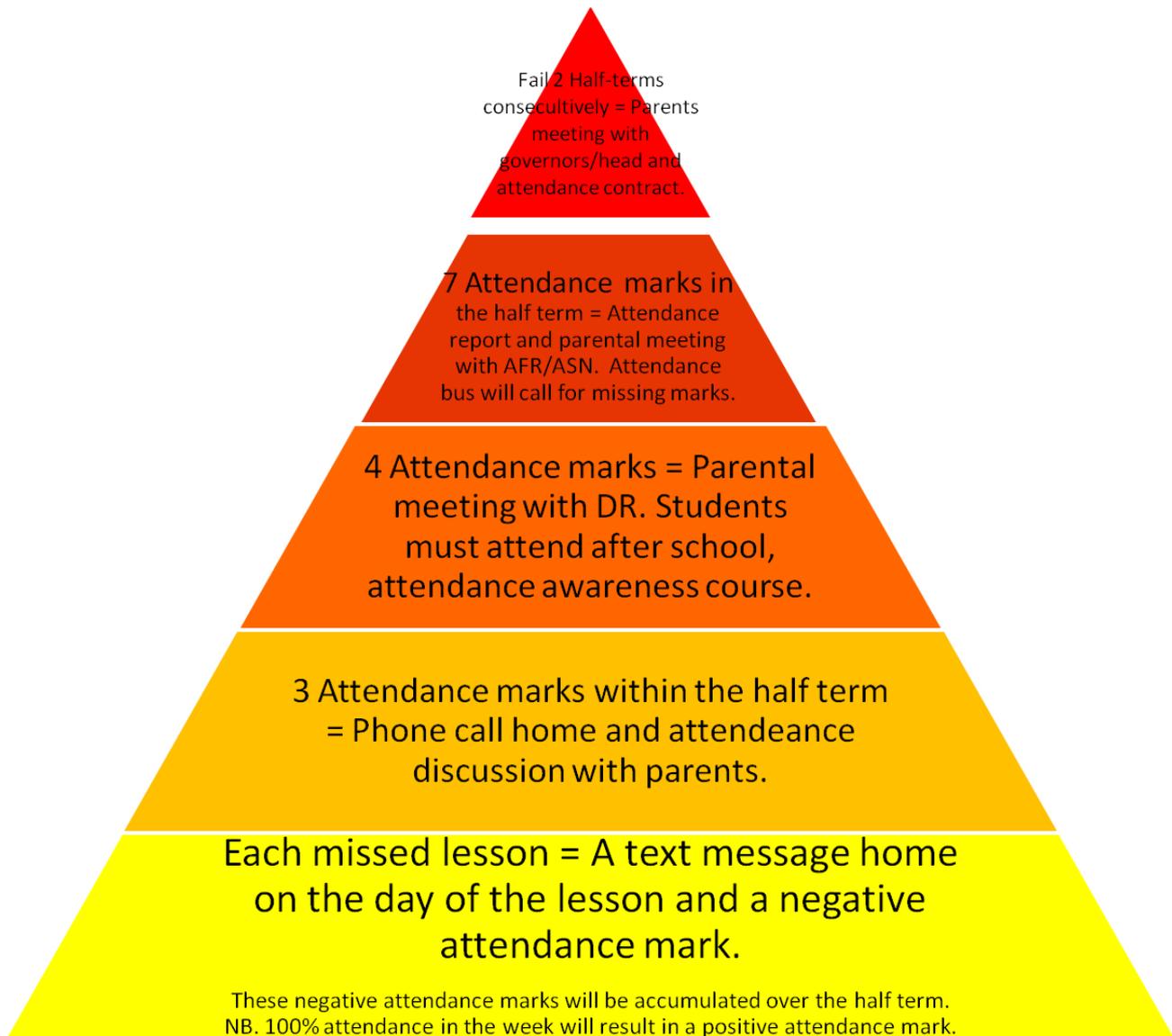
### **The importance of attendance and punctuality**

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 Sixth Form students to arrive at school between 8.20 a.m. – 8.35 a.m. so that they are prompt for Period 1 that begins at 8.40 a.m. Students will be expected to attend assemblies on a Monday and form on a Tuesday (10.40 a.m. – 11a.m.), they will have an individual Learning Conversation with their tutor on a Wednesday, Thursday or Friday. Year 12 students are expected to be in school 8:40-1:20pm regardless if they have a timetabled lesson. There will be flexibility in this and will be an incentive scheme for those students who have proven to have an excellent attendance and punctuality record. 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 sixth form. 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. Attendance is crucial and will follow the pyramid.



### **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 sixth form tutor team and the Director of Post 16. By prior appointment, the Director of Post 16, Heads of Lightcliffes's, 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.

### **SUPPORT AND GUIDANCE**

#### **THE SIXTH FORM TEAM**

All staff in the sixth form team are happy to support any student whenever possible.

**Assistant Principal /Director of Post 16:** Mrs Alexandra Fuller

**Achievement Director of Post 16:** Mr Aaron Smithson

**Post 18 Transition Progress Leader:** Miss Laura Drury

**Post 16 Pastoral:** Mrs Denise Rathmell

## Sixth Form Tutors:

### Year 12:

12a	H Dobson
12b	J Meade
12c	B Cross
12d	E Kendrick
12e	S Azam
12f	N Rawnsley

### Year 13:

13b	F Edmonson
13c	E Swinhoe
13d	T Peers
13e	C Cresswell
13f	G Lewis
13g	P Gray

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 sixth form 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 Post 16 Centre 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.

## HEAD BOY / GIRL

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.

The Head Boy for 2017-18 is George Clarke.

The Head Girl for 2017-18 is Lydia Milburn.



## SECTION 2: Our Sixth Form Expectations

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

- A programme of study 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.
- Members of staff will inform you if they know in advance that they will be absent.
- Work will be set when staff are absent.
- 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 throughout the year at PTP points 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 your House Manager, Student Development Achievement Director and/or the Director of Post 16. (See also complaints procedure).
- 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 Sixth Form booklet. Dress must be in line with the dress code.
- 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 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).

### **Complaints Procedure**

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.

### **Disciplinary Procedure**

If you fail to observe the expectations outlined in Section 2, the following sanctions will apply:

1. Your tutor will discuss the problem with you and remind you of our expectations. This meeting will have the status of an oral warning and a record will be kept of it.
2. If you do not heed this warning, the matter will be referred to the Achievement Director. He/ She will see you about the matter and after the discussion a letter will be sent to both you and your parents. This will constitute a written warning. At this point you may lose your privileges and be asked to attend supervised study instead of having permitted absences.
3. Should you fail to act upon this warning, the matter will be referred to the Director of Post 16 and you may be required to leave the Sixth Form.

### SECTION 3: Attendance, Punctuality and Sickness Policies

#### The Trial Period

For the 1st month of their sixth form experience, ALL students (Years 12 and 13) will be expected to successfully complete a trial period. During this time, it has been made clear to all students that we will expect students to be totally committed to their acceptance of a place at Lightcliffe Academy Sixth Form.

This means that ALL students will be expected to display this commitment by:

- Meeting the minimum attendance requirement of **90% or above**
- Behaving as young adult learners around the Academy, making every effort to **work to the best of their abilities** in all lessons
- Adhering to the Home Academy Agreement

It has been made extremely clear to all Sixth Formers that a failure to meet the above expectations will result in the student being **asked to leave the Academy** and find alternative pathways that are more suitable. This trial period also allows the students the opportunity to speak to us about any changes they wish to make to their course choices. If we have concerns regarding the progress of a student after this initial trial period, they will be placed on a '4 Weeks to Get it Right' programme. This means that they are given extra support in order to improve. However, after this time if there is no improvement they will be asked to leave the Academy.

#### Attendance Policy

##### Departmental Actions – the KS5 teachers:

If a student has only been absent for the subject teacher's lesson then it is the responsibility of the subject teacher to investigate the reason and issue a departmental sanction.

If this pattern of absence continues, it is the subject teacher's responsibility to follow departmental procedure and inform the House Manager to take appropriate further action. For monitoring purposes, subject teachers and Subject Leaders are all advised to keep form tutors notified of any actions and sanctions.

##### Pastoral Actions - the Sixth Form Tutor Team:

Mrs Rathmell (Post 16 Pastoral) will monitor students' attendance on a daily basis to see if any action is necessary. If she notices that a student's attendance is becoming an issue, then the student will move onto the **Pastoral Stage System** (detailed below). Persistent lateness to lessons/ tutorials will begin **Pastoral Stage System procedure**.

#### 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 the sixth form team
- Fill in an **ORANGE** form and return to Mrs Rathmell
- Provide evidence (if required) – see Calderdale agreement
- 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 student or parent – please give name / form / reason / estimated length of absence

Phone: 01422 201028

### The Pastoral Stage System

In the first instance any problems will be identified by the subject teachers and / or form tutor. If issues cannot be resolved then the student will be referred to the Achievement. At this point, parents will be contacted and informed of the concerns. Lightcliffe Academy will do its utmost to support and nurture our students in order to help them develop into confident and educated young adults. However if the student is unwilling to follow the schools policies and procedures, then they will be asked to leave.



## SECTION 4: Behaviour and Dress Codes

### Behaviour

The Lightcliffe Academy Sixth Form is committed to creating an atmosphere of mutual respect and shared values in which effective learning can take place and all students can flourish. Sixth Form 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 **Pastoral Stage System**.

Scale	Incident Example	Dealt with by	Consequences/Deterrent
1	Consistently late to lesson Breaking classroom expectations, e.g. phone out in lesson, chatting in class, lacking equipment Lesson truancy of one lesson Failure to meet one deadline	Class Teacher	<b>Classroom teacher</b> to make a call home to inform parent and make a <b>note on SIMS</b> . Information is sent to the <b>form tutor and Mrs Rathmell</b> and a letter or text message is sent home to parents. Reinforcing classroom expectations. Student is asked to leave the lesson. Students to catch up on work missed in their own time in a department detention with subject leader.
2	Lesson truancy/lateness of more than one lesson in a half term Failure to meet more than one deadline Breaking classroom expectations, using abusive language, insolence to staff etc...	Class Teacher House Manager	<b>Subject Teacher</b> puts <b>note on SIMS</b> and refers the student to the <b>House Manager and/or Debbie Fenwick</b> who will liaise <b>Mrs Rathmell</b> who will initiate a <b>'Supervised Study'</b> contract. This means that the student must spend their free periods in the supervised study room catching up on any work that has been missed. Loss of privileges e.g. not allowed to use the sixth form centre.
3	Further continuation of 1 and 2 Poor behaviour when on 'Supervised Study.' Unprovoked verbal or physical aggression or intimidation Bullying / Vandalism / Theft/	Student Achievement Director SLT	<b>Subject Teacher</b> puts <b>note on SIMS</b> and refer to <b>Student Achievement Director</b> . Removal from the next lesson/s until there has been a meeting with the Student Achievement Director and the student. Student placed on <b>3WTGIR and 'Supervised Study'</b> contract continues. Student Achievement Director to monitor 3WTGIR on a weekly basis.

	Racism Poor attendance by the student with no signs of improvement or persistently missing deadlines		
4	Continuance of Scale 3 <b>Failure of 3WTGIR</b> Verbal aggression to staff Verbal abuse of staff Serious defiance of staff Serious vandalism Extortion of money or goods Theft Reckless behaviour Setting off fire alarms Setting off fireworks	Student Achievement Director  SLT	Refer to <b>Head of Sixth Form</b> . Head of Sixth form to send student home and inform parents. Before returning to lessons, the student must have a <b>re-integration meeting with the Head of Sixth Form, the appropriate Student Achievement Director and the student</b> . Parents also invited in. The Subject Leader may also want to attend the meeting. <b>Behaviour contract initiated</b> , Head of Sixth Form to monitor daily. <b>Note on SIMS.</b>
5	Continuance of Scale 4 Harassment, Persistent violent or malicious behaviour, Bringing or using drugs on school premises, Serious intimidation of other students	SLT	<b>Head of sixth form</b> to have meeting with parents and student - 2 to 5 days external exclusion – Behaviour contract on return – Head of Sixth Form to monitor daily. <b>Note on SIMS.</b>
6	Continuance of Scale 5 Arson Serious actual or threatened violence against another student Serious actual or threatened violence against a member staff Sexual abuse or assault Supplying an illegal drug Carrying an offensive weapon (see guidance)	SLT  Principal	Permanent exclusion

#### **Our Sixth Form Dress Code – Smart Casual Dress**

As all students are aware, all the staff will now view our Sixth Formers as young adult learners at the Academy and will be treating them as such. We therefore have introduced a smart casual dress code for **all sixth formers**. This includes no ripped jeans or joggers to be worn.

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 at Lightcliffe Academy Sixth Form**

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 sixth form 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.

#### **Student Voice**

Student Voice is a vital element of developing our Sixth Form 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 Sixth Form.



## SECTION 6: Sixth Form Tutorial Programme

Our Sixth Formers will be expected to attend a **Sixth Form 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 Sixth Formers.

**Sixth Form 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. Sixth Form tutorial sessions will take place every Tuesday. Tutor Learning Conservation are a crucial part of the support that a Sixth Form 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.



## 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 1<sup>st</sup> March 2018. 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 public examinations in each of their subjects during the summer term of Year 13. 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!

### **Reporting to Parents**

Reports are sent home to parents twice a year and these give a predicted grade, a target grade and effort grades. Parents will also receive one full report per year which will have comments from each subject area and will also set targets for students.



## **SECTION 9: GCSE English and Maths**

From September 2016, 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 June.

## **SECTION 10: Higher Education and Careers**

It is an expectation that all students completing Level 3 courses at the Academy 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 advisors from Universities will help them with this. Their reference will be written by their Form Tutor unless the student has asked another member of staff to write it.

### **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](http://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 17 Transition Co-ordinator and the schools Careers Advisor.

## UCAS TARIFF

Some universities will ask for **UCAS points** instead of grades. Currently Summer 2018, these are based on the tables below: -

A2 Points	
A*	140
A	120
B	100
C	80
D	60
E	40

AS Points	
A*	70
A	60
B	50
C	40
D	30
E	20

BTEC Diploma	
DD	240
DM	200
MM	160
MP	120
PP	80

Below is a list of the new UCAS Tariff for 2017 Entry (year 12's). BTECS are given more UCAS points than AS levels for the one year course and an equal amount to A2 courses for the 2 year course. Extended Project is worth more than an AS level and the Higher Sports Leaders Award gets as many UCAS points as a B grade at AS

**Qualification and Grade and New  
Tariff**

<b>A Level</b>	
A*	56
A	48
B	40
C	32
D	24
E	16

<b>AS Level</b>	
A	20
B	16
C	12
D	10
E	6

<b>BTEC Certificate (1 Year)</b>	
D*	28
D	24
M	16
P	8

<b>BTEC Sub Diploma (2 Year)</b>	
D*	56
D	48
M	32
P	16

<b>Core Maths</b>	
-------------------	--

A	20
B	16
C	12
D	10
E	6

<b>Extended Project</b>	
A*	28
A	24
B	20
C	16
D	12
E	8

<b>Sports Leaders UK: Higher Sports Leadership</b>	16
--	----

<b>Music qualifications</b>	
Grade 6 Pass	4
Grade 6 Merit	5
Grade 6 Distinction	6
Grade 7 Pass	6
Grade 7 Merit	7
Grade 7 Distinction	8
Grade 8 Pass	8
Grade 8 Merit	9
Grade 8 Distinction	10

**ADVICE FOR UNIVERSITY APPLICATION – USEFUL WEBSITES**

[www.ucas.ac.uk/apply](http://www.ucas.ac.uk/apply)

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

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

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

[www.ukcoursefinder.com](http://www.ukcoursefinder.com)

[www.prospects.ac.uk](http://www.prospects.ac.uk)



## **SECTION 11: Enrichment and Enhancement Opportunities at the Academy – Creating Citizens of the Future**

At Lightcliffe Academy Sixth Form 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**
- **Debating team**
- **First Aid course**
- **Fundraising** – run by the sixth form students Fundraising Committee
- **Gardening** – run by sixth form students Gardening Committee
- **EPQ** – Extended Project Qualification

### **Student Voice and Representation**

All students will get an opportunity to have a democratic experience at Lightcliffe Academy Sixth Form. 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 every Tuesday (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 Sixth Form students to take on roles and responsibilities within the Academy to ensure an enriched and varied experience of Sixth Form life. Some Sixth Formers 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 Sixth Form. Please speak with your Subject Teachers, Form Tutor and House Manager about the opportunities on offer. This will usually take place during one tutorial session per week.

### **Community Development Opportunities**

We encourage all students to be involved in our Academy community and our wider community while studying at Lightcliffe Academy Sixth Form. 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 Sixth Form Senior Prefects.**

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

[afuller@lightcliffeacademy.co.uk](mailto:afuller@lightcliffeacademy.co.uk)

