



Policy written by:	C Powell
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Review date:	

Our Vision: CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

Introduction:

Sixth Form Vision at CCYD:

- To create happy, healthy & confident sixth form learners.
- To inspire learners for their future through a positive, innovative and supportive environment where learners develop resourcefulness, resilience, accept responsibility and are challenged to take risks in order to succeed.
- To prepare learners for their post-18 pathway.

Purpose of the Sixth Form:

The purpose of the Sixth Form is more than merely passing examinations to get to the next rung of the ladder of life. It is about growing in all areas, personally as well as academically, to prepare to make a significant and positive contribution to the world later in life.

Aims:

As outlined in the introduction, the Sixth Form at CCYD will:

- Create happy, healthy & confident sixth form learners.
- Inspire learners for their future through a positive, innovative and supportive environment where learners develop resourcefulness, resilience, accept responsibility and are challenged to take risks in order to succeed.
- Prepare learners for their post-18 pathway.

Wider school aims/ethos:

The School's vision is to provide all learners with an appropriate pathway which will enable them to reach their potential and equip them to succeed in the future through further or higher education, employment and adult life. We offer our learners a broad and balanced curriculum experience. We aim to encourage all learners to be resilient and confident learners willing to develop their skills and knowledge and reach aspirational goals.

Consultation:

Consultation with SLT & Governors to agree Sixth Form arrangements.

Sources, references, legal context:

Consistent Performance Measures

Welsh Government Achievement Measures Explanatory Notes for School Sixth Forms 2018/19 data tables (with demographic benchmarks). June 2022.

Procedures and practice:

Sixth Form learners at CCYD

Supporting progression into Sixth Form:

We aim to provide our learners with a progression from Key stage 4 as well as equip them with the necessary qualifications and skills for them to move on to the next stage of their career path. We continue to work with collaboration schools and colleges in order to offer our pupils a wide range of post 16 courses. These courses can be studied at CCYD or at other schools and the College via transport. Learners will study 3 optional choices and also the Welsh Baccalaureate Advanced Level 3, which is compulsory. Learners are

Sixth Form Policy

also able to opt to study twilight courses based at Bridgend College two evenings a week between 4:00 and 6:00 with transport provided by the College. The twilight courses may take the form of a blended approach with some face to face and some virtual learning. During Year 11 the learners undertake a support programme of career choice activities such as specialist assembly talks, College and apprenticeship visits along with in house careers events and a Year 11 into 12 transition day in the summer term. These allow learners to feel supported in making an informed choice about their post 16 pathway and beyond. During Year 12 and 13 Learners are supported by their Subject staff, the Head of Sixth Form and a specialist KS5 Form Tutor team in any academic concerns or pastoral issues as they arise.

CCYD Sixth Form Enrollment and Induction Period:

Entry Requirements

To attend the Sixth Form at CCYD;

- Learners must achieve 5 or more A* - C GCSE or equivalent grades.
The grades achieved may affect subject choices. These will be discussed with subject leaders.
- Learners must achieve a GCSE grade C or above in English Language and Mathematics.
Near misses will be discussed with the Head of Sixth Form. Any learners who are accepted into the Sixth Form who have not achieved a grade C or above in English or Mathematics will be provided with additional tuition and expected to re-sit the relevant examinations.

Option choices;

- Learners will study 3 optional choices at Level 3 and also the Welsh Baccalaureate Advanced Level 3, which is compulsory. Learners are also able to opt to study twilight courses based at Bridgend College two evenings a week between 4:00 and 6:00 with transport provided by the College.
- During induction, the appropriateness of KS5 choices based on GCSE results will be discussed with the Head of Sixth Form and relevant Team Leaders. The final decision to be accepted onto a subject course will lie with the relevant Team Leader.
- Learners will be permitted to study subjects that they have not previously studied at KS4. Previous attainment will be considered and the final decision will again lie with the relevant Team Leader.

How to apply

Learners can apply to attend the Sixth Form at CCYD by completing a Google Form which can be accessed via the school website. This form will be available from Year 11 results day.



Trial Period

Learners who are successfully accepted to attend the Sixth Form at CCYD will undertake a 6 week trial period from September. Letters informing parents/guardians about the trial period will be sent home by the Head of Sixth Form. Throughout the trial period, Team Leaders will review learner progress and determine the learners suitability to study their subject at KS5. Team Leaders will be responsible for communicating any concerns with the learners, parents/guardians and the Head of Sixth Form during this 6 week period. At the 6 week point, if Team Leaders determine that a learner is unsuitable for continuation on the course, they will liaise with the Head of Sixth Form to discuss the learner's progress. If it is agreed that a learner is not making the required progress and is unable to continue studying a subject then Team Leaders will be responsible for informing the learner and parents/carers. The Head of Sixth Form will remove them from the class register.

If a learner is not making the required progress in more than one subject, the Head of Sixth Form will liaise with the learner and parent/carer. This may result in the learner being removed from roll at CCYD Sixth Form as it is a requirement that all Year 12 learners study a minimum of 3 subjects AND the Welsh Baccalaureate and Year 13 learners study a minimum of 2 subjects AND the Welsh Baccalaureate in order to remain in the Sixth Form at CCYD.

Following the trial period, learners will be unable to swap or drop their subjects. They are expected to commit to studying their subject for the remainder of the academic year.

Sixth Form Policy

CCYD Sixth Form Expectations

CCYD Sixth Form expectations are outlined below. Failure to comply with these expectations may result in a learner being asked to leave the Sixth Form.

Attendance:

The school is committed to providing the highest quality of education for our learners. As a result, the school expects learners to all have outstanding attendance records, as there is a direct correlation between poor attendance and poor performance.

- Learners are required to attend and be punctual to all lessons AND EVERY form time session.
- Parents must notify the school on the first day of an unplanned absence. For example, if their child is unable to attend due to ill health, the school must be informed before the learner's first lesson or as soon as practically possible.
- The telephone number to report an absence is: 01656 815920
- If a learner fails to attend school for 20 or more consecutive school days with no communication from parents/carers then they will automatically be removed from roll at CCYD.

Sixth Form Learner Mobile Numbers:

As there are occasions when Sixth Form learners are not attending timetabled lessons, they will be asked to provide their mobile telephone numbers to the school for use in case of an emergency. E.g. failure to attend a lesson/mentoring session or lateness to attend a trip. The numbers will only be used by the Head of Sixth Form and Sixth Form administrative support.

Independent Study Time/Non-directed time:

Sixth Form Learners will experience a greater level of independence compared to what they have had in previous years. This is a positive aspect of Sixth Form life, however with greater independence comes greater personal responsibility.

- Learners are expected to use their allocated study time appropriately to enhance and consolidate their learning.
- Learners are responsible for organising their independent study time. The school recommends that the number of hours spent studying independently equals or exceeds the number of hours spent in lessons each week. For example, if learners have 15 hours of lessons in a week, they should spend a minimum of 15 hours a week completing independent study time. This is a fundamental part of making good progress with their learning.
- Learners are required to select 1 x study session per week per subject where they will complete work for that subject in the subject block.
- Learners can use the Sixth Form areas and the library to work quietly and productively.
- Learners are expected to prioritise their studies over any paid work/part-time jobs.

EMA Payments:

Those learners who are eligible for EMA should collect the appropriate form to complete from J.Rainbow. More information regarding eligibility criteria can be found here:

<https://www.studentfinancewales.co.uk/further-education-funding/education-maintenance-allowance/>

EMA Payments are made every two weeks, directly to the learner's bank account, if the learner meets the school's attendance, performance and behaviour requirements. This includes attending all lessons **and** form time sessions. Being absent from school due to illness will result in EMA payments not being issued.

Leaving School Site:

Sixth Form learners can leave the school site for the following reasons:

- During lunch-time (learners are not permitted to leave the school site at break-time)

Sixth Form Policy

- They have no more lessons and it is after form-time (you can only leave during lesson change over)
- They have an appointment that has been pre-authorized with the Head of Sixth Form.
- Learners are not permitted to leave the school site and then return for a later lesson. They should stay on school site all day if they have lessons in the morning and afternoon (exception at lunch-time).
- Learners must sign in and out of the school building using the sign in sheet located in reception.

Uniform:

We encourage all our learners to 'Take Pride' in their appearance by wearing the correct school uniform everyday.

A high standard of personal appearance is expected of all learners and anyone arriving at school in non-uniform clothing can expect to be sanctioned unless an explanatory note is received.

It is important that the standard of uniform reflects a pride and sense of belonging in the school and presents our students in the best possible light to visitors and the wider community.

Full school uniform is expected at all times so please make sure your child wears the correct uniform and adheres to the uniform code. No facial piercings are allowed along with non natural hair colouring (blue or pink etc).

Sixth Form Uniform List:

- Black Jumper With School Logo
- (NO HOODIES)
- Black Cardigan With School Logo
- White Shirt & School Tie
- Black Trousers
- (No Jeans, Skinny Jeans, Skinny Trousers or Leggings)
- Black Skirt (Knee Length)
- Black Tights
- Black Socks
- Black Leather Shoes
- (No Trainers or Plimsolls)
- A suitable coat for wet and cold weather.

Sixth Form Summer Uniform List:

- Plain black polo shirts OR black polo shirts with the school badge.
- Black shorts - three varieties of shorts consisting of cycling, jogger, and tailored shorts.

Black Shorts - Cycling, Joggers or Tailored (*Knee Length*)



These shorts are deemed inappropriate and **NOT** allowed



Gym Style



Denim



Short shorts

Tracking and Monitoring progress:

The progress of Sixth Form learners is regularly tracked and monitored by class teachers, form tutors and the Head of Sixth Form.

If class teachers have any learners that are a cause for concern, this is referred to Subject Team leaders who are responsible for communicating with the learners and parents/guardians. The Head of Sixth Form should also be informed.

Form Tutors meet individually with the learners in their form classes to undertake mentoring sessions. These are scheduled on a Friday during Form Time.

Throughout the academic year, there are three formal data entry points. Following data entry by class teachers, the Head of Sixth Form will contact home to celebrate positive attitudes to learning and to inform parents of any concerns regarding attitude to learning.

Sixth Form Policy

SEREN learners:

A group of Post 16 learners will take part in the established SEREN project. Learners will be selected for SEREN using the BCBC criteria.

BCBC criteria states that a learner can be identified as SEREN if;

1. the learner has achieved a minimum of 6 A*s (full GCSEs) OR
2. the learner has an exceptional aptitude in a specific field of study, for example mathematics, and has achieved a minimum of 5A*/A (full GCSEs) and has further academic ability and potential.

If this results in under 5 learners being selected, the following criteria will be used:

learners must achieve A*/A in English and Maths and must have opted for full A level courses in the subjects they have received A*/A in.

UCAS predicted grades:

1. When do students get their predicted grades?

Tutors will release predicted grades via Unifrog. This ensures that all learners, including early-entry applicants (Oxbridge, Medicine, Dentistry and Veterinary) have sufficient time to choose their courses appropriately. Learners and families will have an indication of a student's progress through the reports and data shared throughout Year 12 and the learners AS grades.

2. How are predicted grades decided?

It is essential that we predict grades that we feel are a true reflection of each learner's ability and potential. We adopt an honest and evidence-based approach to this process, whereby attainment and progress in Year 12 is the main indicator of future performance.

The teacher or teachers of each subject decide the predicted grades for their learners, as they know their own learners best. They may consider some or all of the following factors when making their decision:

- Results of Year 12 assessments or mock exams
- Results of Year 12 AS examinations
- Grades awarded in progress reports
- General attitude to learning and commitment (as evidenced by contributions made in class, meeting deadlines, attendance and punctuality)
- Performance in homework assignments
- GCSE results
- The learner's drive and passion for the subject (as evidenced by wider reading, involvement in extra curricular and super curricular activities etc)
- Professional judgement and experience of making UCAS predictions
For example, a learner who consistently achieves 'C' grades throughout Year 12 in assessments, homework assignments and AS examinations in a particular subject may be awarded a predicted grade of a 'C', or indeed a 'B' if they have an excellent work ethic and attitude to learning. It is less likely, however, that such a learner would be predicted an 'A' grade, as the evidence would not necessarily support such a prediction.
- Teachers will not base their predictions on a learner's wishes, what the learner needs to get into a particular course, or on learners' promises that they will 'work harder next year'. While this affirmation is certainly admirable, it is the case that Year 13 learners must work harder than they did in Year 12, simply to maintain their grades, due to the increased difficulty of final year content.

3. Over-inflated predictions

It is understandable that learners and parents may want teachers to over-predict A- Level grades, in order that the learner may access a particular University course. However, we have a professional and moral responsibility to ensure that the learner has realistic expectations with regards to their likely grades, whilst still remaining motivational and aspirational.

The potential consequences of over-predicting A-Level grades can be outlined as follows:

Sixth Form Policy

- Learners find themselves without a University place when they receive their results, as they achieved what teachers originally predicted, but not the higher grades that were requested. The learner must go through the competitive Clearing process, often finally choosing a course that has lower entry requirements than what they actually achieved.
- Future CCYD learners are affected, as the school's reputation for accurate predictions is diminished. University admission tutors build up a knowledge of the accuracy of a particular school's predictions. Therefore, if the school becomes known for over-predicting, then future applications are put at a disadvantage, as their predicted grades will be brought into question.
- Teachers are asked to go against their professional judgement and honest opinion, which is not moral, nor is it fair to other learners who are given an accurate prediction that may be lower than they would like.

4. Appeals

If a learner feels that a particular predicted grade is not a true reflection of their ability or what they are likely to achieve at the end of Year 13, then they may ask for the grade to be increased by providing a letter of appeal to the Head of Sixth Form. This should outline the reasons why they think the predicted grade is not a fair assessment of what they may achieve, as well as a summary of the evidence that supports their view that a higher prediction is warranted. The Head of Sixth Form will then consult the subject teacher or teachers, following which a final decision will be made as to whether or not the grade should be increased. Please note that the final decision will rest with the Head of Sixth Form.

5. What happens next?

Teachers input their predicted grades along with their comments for the learner's UCAS reference on Unifrog. This information is passed along to the Head of Sixth Form, who will then put the grades onto the student's UCAS application, along with their completed reference. Learners then book appointments with the Head of Sixth Form so they can collaboratively check through the application, before finally being sent to UCAS by the Head of Sixth Form.

Roles and responsibilities:

Governors:

Headteacher: Mrs T Wellington

SLT: J James

Other leads

Head of 6th Form

Strategic Leads, AOLE Leads and Team leaders

Pastoral Leads

Teachers:

Form Tutors

All KS5 Teachers

Learners:

All

Parents/Carers:

All

Other documents and appendices:

Links to : Teaching and Learning Policy, Attendance Policy, Curriculum Policy