Blanchelande College

BEYOND

SIXTH FORM, REIMAGINED

HANDBOOK 2026



Contents

HEAD OF SIXTH FORM'S WELCOME 4
THE SCHOOL ETHOS 5
Semper Fidelis 5
The motto of Blanchelande College is 'Semper Fidelis' meaning 'Always Faithful' 5
Blanchelande College, as a Catholic school, seeks to be a family always faithful to the example of Our Lord Jesus Christ, learning to become all that God wants us to be 5
Our mission 5
STAFF 6
The Sixth Form team 6
Other key roles 6
Subject teachers 6
A-LEVELS 7
A-Level courses 7
The options process 7
Changing a subject 7
Academic support 7
Academic enrichment 8
POST 18 9
Careers 9
Work experience 10
UCAS 10
ENRICHMENT 11
Supra and extra curricula 11
The Sixth Form Diploma 11
Enrichment timetable 11
Duke of Edinburgh Gold Award 12
EXPECTATIONS 12
ATTENDANCE 14
High attendance 14
Planned absence 15
Unplanned absence 15
Ill health or appointments during the school day 15
Going off-site 15
THE SIXTH FORM WEEK 15
Daily schedule 15
Sixth Form timetable 16
A-LEVEL MINDSET 16

Independent study 16
EXAMINATIONS 17
LEADERSHIP OPPORTUNITIES 17
Key leadership roles 17
Head Boy and Head Girl 17
Senior Prefects 18
Sixth Form Committee 18
Sixth Form responsibilities 18
REWARDS 18
DEVICES 19
Computers 19
Microsoft 365 19
Mobile phones 19
VEHICLES 19
Driving lessons 19
Driving and parking onsite 19
Providing lifts 20
WORK (PART-TIME JOBS) 20
Appendix 1: Sixth Form calendar 20
Key Lower Sixth dates 20
Key Upper Sixth dates 20
Appendix 3: Sixth Form learning partnership agreement 23
Appendix 4: Sixth Form agreement 26
Appendix 5: Sixth Form Student Acceptable Use Agreement 28
Appendix 6: Sixth Form expectations 30
Appendix 7: Blanchelande College Sixth Form Dress Code 32

HEAD OF SIXTH FORM'S WELCOME

A journey of self-discovery

A-Level study and the continued journey of personal development is a real call to adventure. This handbook illustrates our commitment to each student's new freedoms, intellectual curiosity, and independence of thought. Sixth Form is the best time for a student to discover and develop their passions, values, interests, and talents. Our Sixth Form provides a rich academic experience stretching beyond the classroom. A broad range of enrichment and leadership opportunities allow students to form habits supporting them to succeed in future study and employment.

Transition

The step up from GCSE to A-Level is not just a change of academic phase; it is a change to a different way of life. Students will have engaged with bridging content, allowing them to independently prepare for their A Level study. When teaching begins, students will be struck by the change in academic expectations and independence. Self-discipline, motivation and organisation are essential. An excellent rate of attendance and commitment throughout the course is the basis for any student wishing to flourish in Sixth Form.

Support

While developing their independence, Sixth Formers at Blanchelande College also receive strong scaffolding from subject teachers and tutors. Students receive academic and pastoral advice and guidance on an individual and group basis. Our teaching groups are small and support plentiful.

Communication

Transparency and clear triangular communication between students, parents and teachers are essential in building secure and trusting relationships. We are committed to discussing and regularly reviewing each student's progress; additional feedback is available as required.

Key check in points include:

- September: Post-18 evening
- December: Y13 Parent's Evening / March: Y12 Parent's Evening
- Twice-yearly written reports
- Weekly Bulletin with key events and opportunities

Qualities for success

Enthusiasm, grit, independence, initiative, perseverance, organisation, and resilience characterise successful Sixth Form students.

I can certainly promise that the next two years will not be boring! I hope that they will bring all our Sixth Form students' success and many lasting happy memories.

Hilary Beasley
Head of Sixth Form

THE SCHOOL ETHOS

Semper Fidelis

The motto of Blanchelande College is 'Semper Fidelis' meaning 'Always Faithful'.

Blanchelande College, as a Catholic school, seeks to be a family always faithful to the example of Our Lord Jesus Christ, learning to become all that God wants us to be.

Our mission

- Together, learning to become all that God wants us to be.

Our aims

- Joy in Learning
- Joy in Service
- Joy in Faith

Three Rules for Life

- Use your talents to pursue what is good.
- Treat other people as you would like them to treat you.
- Be tolerant and open to respectful debate.

STAFF

Staff can be contacted by parents via the email addresses provided below. Students may communicate with staff in person or using Microsoft Teams. Blanchelande College prides itself on nurturing and preparing students effectively for their next steps.

The Sixth Form team

Mrs Beasley	Head of Sixth Form	Beasleyh@blanchelande.sch.gg
Mr Tabel	Head of Pastoral Care, Head of Careers	tabelh@blanchelande.sch.gg
Mr Miller	Head of History, UCAS Co-ordinator	millerj@blanchelande.sch.gg
Mr Appelqvist	Sixth Form tutor Teacher of Art and Photography	appelqvistp@blanchelande.sch.gg
Miss Page	Subject Leader Psychology Sixth Form tutor	Pagem@blanchelande.sch.gg
Mr West	Subject Leader Geography Sixth Form tutor	

Other key roles

Mrs Yeoman	Principal	yeomana@blanchelande.sch.gg
Dr Mitchell	Vice-Principals	mitchellv@blanchelande.sch.gg
Mrs Grange	Director of Studies	grangej@blanchelande.sch.gg
Mrs Etheridge	Head of Learning Support	etheridgej@blanchelande.sch.gg
Mrs Andrade	Examination officer	andradek@blanchelande.sch.gg

Subject teachers

Art and Design	Mrs Bonner	bonnerh@blanchelande.sch.gg
Biology	Mrs Mason-Smith	masonsmithc@blanchelande.sch.gg
Business Studies	Mrs Sloman	slomans@blanchelande.sch.gg
Chemistry	Mrs Beasley	beasleyh@blanchelande.sch.gg
Computing	Mrs Flatley	flatleyg@blanchelande.sch.gg
Design and Technology	Mrs Van der Linden	vanderlindenr@blanchelande.sch.gg
Drama	Mrs Vlad	vladj@blanchelande.sch.gg
English Literature	Miss Flood Mrs Brun Mrs Grimes	floodj@blanchelande.sch.gg bruna@blanchelande.sch.gg Grimesk@blanchelande.sch.gg
Extended Project Qualification (EPQ)	Mrs Toerien	toerienj@blanchelande.sch.gg
French/Spanish	Mrs Goude	Goudel@blanchelande.sch.gg
Geography	Mr West	
History	Mr Miller Mr Rees	millerj@blanchelande.sch.gg reesg@blanchelande.sch.gg
Leiths	Mrs Harman	harmanj@blanchelande.sch.gg
Mathematics Further Maths Mathematical Studies	Mrs O'Leary Mrs Bentley	olearys@blanchelande.sch.gg bentleyk@blanchelande.sch.gg
Music	Mrs Nichols	Nicholsj@blanchelande.sch.gg
Photography	Mr Appelqvist	appelqvistp@blanchelande.sch.gg
Physics	Mr Broad	broadd@blanchelande.sch.gg
Physical Education	Mr Manning	Manninga@blanchelande.sch.gg
Psychology	Miss Page	pagem@blanchelande.sch.gg

Sociology	Miss Batiste	batistea@blanchelande.sch.gg
Theology	Miss Batiste Mr Storer	batistea@blanchelande.sch.gg Storerm@blanchelande.sch.gg

A-LEVELS

A-Level courses

Most students will be studying three A-Level courses during Lower and Upper Sixth, dependent on GCSE results. In addition, there is the opportunity to take Mathematical Studies or/and work towards the Extended Project Qualification (EPQ). Each equate to half an A-Level and should only be undertaken by students able and prepared to commit to the additional lesson/study time. All Lower Sixth students will have general input on EPQ and developing skills for life within the first term of the Lower Sixth Personal Development and Citizenship (PDC) programme and will not need to decide whether they wish to pursue an EPQ until after the October half term break, giving them time to settle into and understand the demands of their other A-level courses before making this commitment. For the Sixth Form Course Booklet, click here.

The options process

Choosing A-Level subjects begins in Year 10 and the decisions are made midway through Year 11. Students will receive an electronic options form where they will indicate the subjects that they would like to study.

Changing a subject

Occasionally, a student may feel that they are not suited to studying the course they have started. In such cases, the following process will be followed:

- The student will discuss their concerns with the subject teacher (or their Sixth Form Tutor, Director of Studies or Head of Sixth Form).
- It will be ascertained whether anything can be done to resolve the issues being faced; parents will also be part of this process of liaison.
- If the decision to switch to another course is agreed, the Director of Studies will discuss what other subjects are possible within the timetable and availability of places.
- The student will be given an Amended Pathway Form (Appendix 2).
- Following reassignment to another course, a meeting with the student, the student's parents and the Head of Sixth Form (and other relevant staff) will be held, to discuss the transition.

Academic support

Sixth Form tutors register their tutees each morning and are the first point of contact for all routine matters. Tutors are in ongoing dialogue with their tutees about course progress as well as pastoral and academic issues.

During the first few weeks of Sixth Form, Mr and Mrs Toerien, as Head of Inquiry Learning and EPQ Coordinator respectively, will guide the students through a stepped programme of inquiry learning to equip them with an understanding of the skills required to thrive at A-Level study and beyond and give them the opportunity to practise these

skills. For some this may also become the first step towards an EPQ as they begin to explore areas of interest beyond their A-level courses.

The staff at Blanchelande are always willing to go the extra mile for their students. The transition from Year 11 to Lower Sixth is a very important milestone. Changing from studying nine or ten subjects to three or four *and* from fully guided learning to more independent learning is a significant change for all students. Furthermore, Sixth Formers have several hours per week within the school day to undertake private study and independent learning. Managing this time wisely and to your best advantage is a major learning point for most students.

Teachers are responsible for setting an appropriate workload to complete the relevant syllabus. However, if the amount of work set seems unreasonable or disproportionate, students are encouraged to raise their concerns with the subject teacher, tutor or another member of staff.

At certain points during Sixth Form, a student may require additional input to stay on track with their targets. In such circumstances they will be given a personal mentor, who may be one of the following.

Mentors can provide the following support:

- Study skills
- Revision plans and strategies
- Specific subject or lesson support
- Motivation and encouragement
- Careers options discussed
- University, apprenticeship and job applications
- Writing CVs
- Managing study periods effectively

Where a student has a specific learning need, they will receive assistance from Mrs Etheridge, Head of Learning Support.

Academic enrichment

In addition to the rigour of the new A-Level courses, students will have a wide range of opportunities to enrich their intellectual development. Opportunities will include:

- Inquiry Learning sessions
- Further reading lists and reading groups
- Journals, books and online resources available in the Senior Library
- The Extended Project Qualification
- The Blanchelande 'Supra' programme which opens the door to a variety of academic enrichment opportunities
- On and off-island trips
- Academic societies
- National competitions

POST 18

Higher Education and Careers advice and information is given at key points during the academic year via the Sixth Form Personal Development and Citizenship (PDC) programme and TELOS sessions throughout Lower and Upper Sixth. These are timetabled, compulsory lessons. Ordinarily, during the Trinity term, we will encourage Lower Sixth students to visit Higher Education establishments; universities tend to hold their Open Days at weekends and in half-term holidays and booking is often required. Should students have to visit in term time, parents must request this via email to the Head of Sixth Form.

A morning TELOS Careers Series is held on most Thursdays from 8.30 - 9.05am. Year 12 students will be attending so they can listen to professionals from a broad range of sectors, who have been invited into school and are generously offering their time to talk about their current work, advise on routes into their varying professions and occasionally provide work experience placements.

If any parents feel that they would be well placed and willing to contribute to this area of Sixth Form Life, please do contact Mrs Beasley or Mr Tabel.

Careers

At Blanchelande Sixth Form, we place a high emphasis on employability skills and their importance within an increasingly competitive labour market. Employers are looking for people who are agile, take the initiative and can undertake a variety of tasks in different environments. Employability skills are not as narrowly prescribed and defined as in the past and generally they are more 'service oriented', making information and social skills increasingly important.

Our World of Work programme within Sixth Form Careers/Life Skills aims to be instrumental in shaping the lives of many of our students, helping them to become more self-aware by preparing them for the real world as well as introducing them to established employer links. Students will learn how to:

- Market themselves effectively
- Identify their personal preferences, strengths and skills
- Evidence and sell their unique qualities at an interview
- Navigate university and graduate recruitment processes
- Implement research strategies to anticipate the needs of employers

The impact of the course:

- Students are better prepared for the working world
- Personal reflective input into their personal Unifrog log shapes progress
- Learning is fun and engaging
- Students learn to work cohesively with their peers
- Enhanced social skills

Careers Advice is available at any stage in the Sixth Form through the Tutors, Mr Tabel and/or Mrs Beasley. Several events are organised for our Sixth Form students including

Higher Education evenings, Careers Fairs and Interview Practice sessions, introducing the wide range of options available to our students.

The aims of the Careers department are:

- To equip students with the knowledge and skills that they need to make realistic and informed decisions about their learning and work through a programme of careers education; and
- To provide impartial careers advice and guidance to students on the range of options available to them at times which best meet the needs of the student.

During Lower Sixth and through into Upper Sixth, students should be actively seeking careers and course advice, logging their careers activity in their Unifrog accounts. Furthermore, students will be visiting employers, scouring relevant websites and work-shadowing either in school time (by agreement with the Head of Sixth Form) or in a student's own time.

Work experience

Lower Sixth students will undertake a one-week work experience programme during the final term. Certain university subjects such as dentistry, law, medicine, teaching and veterinary, all require a substantial amount of work experience; in these instances, students must liaise with the Sixth Form team to co-ordinate their programme, as on-going work experience throughout the year and through into Upper Sixth is essential. There is an expectation that, with our guidance, students will arrange their own placement by contacting organisations which may be able to offer a suitable placement. The process should begin in the Michaelmas Term of Lower Sixth.

UCAS

The UCAS (The Universities and Colleges Admissions Service) process will be explained to both parents and students in Lower Sixth. The UCAS Coordinator is Mr Miller.

Should students wish to continue their studies at university, they will receive both group and individual guidance and support in writing personal statements and the overall application process. This will begin in the Trinity Term of Lower Sixth. Nevertheless, it is never too soon to start to research university courses which may be of interest and to narrow down the possibilities. Every student should be making regular use of the careers platform Unifrog to assist them with making decisions about their next steps.

In addition to Unifrog, we encourage the students to read about university courses and university life using 'The Good University Guide' (of which there are updated copies in both the Common Room and Senior Library), look at the university websites and attend their advertised webinars and open events.

ENRICHMENT

Supra and extra curricula

Each week Sixth Formers have seven periods of timetabled Enrichment activities. These sessions comprise both academic enrichment and extra-curricular activities.

- Academic enrichment ('supra-curricular'): supra means 'above', so the supra curriculum is whatever students do academically above and beyond the work set by their teachers. This may be directly related and supporting an A-Level subject, or it could be something quite distinct.
- Extra-curricular enrichment: extra means 'outside', so extra-curricular activities are those things which are outside the academic course of studies but which are essential to personal development. Examples include Duke of Edinburgh Award, Young Enterprise, sport, and hobbies, etc.

Some enrichment activities will be directed by teachers, others will be self-directed.
All engagement in Enrichment will contribute to the completion of the Sixth Form Diploma.

The Sixth Form Diploma

The Sixth Form Diploma consists of seven pillars that define the rounded education provided by Blanchelande College. Sixth Form tutors ensure that each of these aspects of personal development is fostered.

- Academic
- Cultural
- Physical
- Communication
- Skill Development
- Work Experience
- Volunteering

Take the initiative…As a Sixth Former, your Diploma should have a strong theme of leadership. For instance, you could develop your own club or project to include other year groups. If you can see a window of opportunity, don't let it pass you by. You never know where it could lead you and what new skills could be gained. Explore how you feel, you may be able to contribute and develop your capacity for leadership within any of the seven diploma areas. Everything you undertake will contribute to you achieving the Diploma.

Demonstrating a well-rounded character, skills and experience will give students the edge in university and employment applications, CVs, personal statements as well as providing a springboard for discussion in interviews.

Enrichment timetable

- **Thought and Culture (T&C)**: a weekly session encountering big questions from philosophy, religion, and culture; these sessions will generally consist of a presentation followed by questions, discussion and debate. As well as considering important ideas, these sessions aim to develop rhetorical skills of well-constructed argument.

- **Fitness**: all Sixth Formers are timetabled together for two fitness sessions per week. Activities will include: self-defence, pilates, tennis, etc.
- **Personal Development & Citizenship (PDC)**: the equivalent of PSHE, these sessions include:
    - Research and study skills (which doubles up as EPQ induction)
    - Relationships and Health Education
    - Careers and UCAS
    - Citizenship

Duke of Edinburgh Gold Award	**COORDINATOR – MRS SLOMAN**
Description of activity	Gold Duke of Edinburgh is an excellent and internationally recognised qualification. The award scheme develops: • Self-confidence, self-reliance, and motivation • A sense of achievement and responsibility • New skills, interests, and talents • Leadership and communication skills and abilities Gold DofE also provides: • Exciting opportunities • New friends • Experiences of close teamwork, problem-solving and decision-making • Fun! The Scheme involves: • One hour per week of volunteering, physical and skill activities in your own time. • An expedition, organised by the school The complete process takes around 18 months to complete.
Who would be suitable?	Any student over 16 willing to put in their free time to working the three areas of volunteering, physical and skills over an extended period.
What is the value of the activity?	You will develop in all three of their chosen activities in areas such as teamwork and leadership. You will gain self-confidence and learn self-reliance and a sense of achievement. Additionally, the DofE Award is looked at very favourably by employers and universities.
Website / further information	Visit www.dofe.org or speak to Mrs Sloman.

EXPECTATIONS

Blanchelande College Sixth Form offers a Catholic Education and is available to all students meeting our entry criteria where every individual is highly valued and where care and concern for others is central to all work. All our students are expected to achieve their potential and become equipped for adult life.

We ask students applying for places to uphold the Catholic character and ethos of the Sixth Form. Nevertheless, the Sixth Form fully respects the beliefs of parents and children from all denominations and faith backgrounds, or of none.

As a member of the Sixth Form, we expect you to uphold each of the responsibilities shown.

Academic Commitment

- Give your absolute best to achieve academically.
- Speak to a member of staff if you are experiencing any problems.
- Take responsibility for your own learning both within and beyond the classroom.
- Develop life priorities that enable you to achieve or exceed your targets.
- Complete at least five hours of private study for each subject, each week, consisting of one hour of supervised study per subject in school and up to three hours of independent study for each subject each week.
- Meet all deadlines set by subject and pastoral staff.
- Be organised and prepared for lessons.
- Use all study time effectively.
- Attend all supervised independent study sessions and make full use of the support being offered to you be your teachers and the Sixth Form team.
- Ensure that you are using your time effectively at home to complete outstanding work and additional wider reading.

Behaviour and Conduct

- Uphold the Catholic character and ethos of the school.
- Recognise that you are always a role model as a senior member of the school community and model the highest standards of behaviour.
- Respect the authority of our teachers and of other staff communicating in a polite and appropriate manner
- Demonstrate excellence in the way you take the responsibility of an independent learner so others will follow your example.
- Take responsibility to challenge the poor behaviour of others e.g., around the school grounds or by leading on the buses.

Attendance

- Strive to maintain 100% attendance.
- Arrive by 8.30am and be in the appropriate place when the bell rings i.e., assembly/Sixth Form Forum, in your tutor group room etc.
- Achieve 100% punctuality to all lessons and activities.
- Ensure your tutor is informed when you are absent for a good reason by parent email/ phone call.
- If you need to leave school during the school day, you must sign out with your tutor or the Head of Sixth Form, Mrs Beasley and must have a note from your

Parents/Carers or an email to your tutor, copying in Mrs Beasley, stating the reason for needing to leave school.

- It is not appropriate to book activities that are possible during out of school time e.g., driving lessons.

Dress

- Follow all requirements of the school's dress code (see Appendix 7 and understand that you are a role model for your younger peers
- If you are dressed inappropriately, we will request that you go home to change.

School Environment

- Respect the school buildings and environment and actively work to enhance their quality by caring for the accommodation provided.
- Keep all areas clean and tidy and report all rubbish needing clearing and any damages.
- Demonstrate environmental responsibility in the use of energy and resources Personal Social Responsibility
- Live to give- be sensitive to the needs of others and not just your own.
- Any acts of bullying, in any form (cyber, verbal etc.) will be dealt with stringently.
- Give to the school community in mentoring and initiatives that help improve the lives of others.
- Give beyond the school community in volunteering and community service.
- Help to create an aspirational culture within and beyond Sixth Form environment.

In their behaviour, appearance and attitude, Sixth Formers are role models to lower school students, and their freedoms are balanced by responsibilities. This example is always important, whether on or off site, and not only at major school events. Expectations are laid out in the Sixth Form agreement (Appendix 4) and the Sixth Form Expectations (Appendix 6).

Sixth Form privileges include:

- Access to the Senior Library during independent study periods and until 5.00 pm (or other hours as stated by the Head of Sixth Form)
- Use of the Sixth Form Common Room and facilities
- BYODD (Bring Your Own Designated Device)
- Onsite parking
- A purposeful, grown-up dress-code
- Permission to go off-site at set times

ATTENDANCE

High attendance

Blanchelande College adheres to a strict attendance policy that applies equally to Sixth Formers. High attendance is fundamental to progress and personal wellbeing. Attendance

refers not only to lessons, but also to all independent study periods (ISP), which must be spent in the designated study areas. For further information, refer to the Student Learning Partnership Agreement (Appendix 3).

Signing In

Students are expected to be in registration every morning. If they need to leave the school site at any time, they are required to sign out and sign in again using the Sign In app. All students will have to download this during their first day of Sixth Form.

Planned absence

Students must provide the Head of Sixth Form with one week's notice for any planned absence, and students should not assume that permission will always be granted. For example, appointments should always be scheduled at times that will not conflict with lessons or other duties, and ideally should be scheduled outside the school day or during holidays. Off-island holidays should be booked outside term time; holidays taken during term time result in lower A-Level attainment.

Once granted, there is the obligation to liaise with subject teachers regarding lessons and work due to be missed, and to catch up accordingly. For approved appointments, students must show their appointment card to their tutor and/or Mrs Beasley and sign out/in at the Office.

For absences due to sickness longer than five days, a doctor's note must be submitted to the Head of Sixth Form.

Unplanned absence

Absences must be reported by a parent on each day of absence before 8.45 am.

School Office 01481 237200 office@blanchelande.sch.gg

Ill health or appointments during the school day

Any student feeling unwell during the school day must report to the School Office where they will be assessed in the Medical Room. Students must not go home without permission *and* signing out.

Going off-site

Sixth Formers are permitted to go off-site at certain points of the day (break and lunchtimes), provided they sign in and out at the Office. During lessons and independent study periods, Sixth Formers must remain onsite.

Students are not permitted to work at home in Lower Sixth. From October of Upper Sixth, students may be permitted to spend a designated amount of timetabled private study time at home, by agreement with the Head of Sixth Form.

THE SIXTH FORM WEEK

The Sixth Form Day follows the same pattern as the rest of the senior school, as follows:

Daily schedule

Tutor group registration/assembly	8.30 - 9.05

Period 1	9.00 - 9:52
Period 2	9.52-10:45
Break	10.45-11:10
Period 3	11:10 – 12:02
Period 4	12:02 – 12:55
Lunch	12:55 – 13:55
Lunch* Sixth Form lesson	13.03 - 13:55
Period 5	13:55 – 14:52
Period 6	14.52- 15.45

Sixth Form timetable

You will be given a personal timetable showing all the components of your week. The components are:

- A-Levels: your three subjects
- PSHE and Careers: our careers programme is called TELOS (from the Greek word for 'goal/purpose'):
    - Careers – guided independent research (there will be one-to-one meetings arranged throughout Lower and Upper Sixth with your tutor/ Mr Tabel).
    - There will also be a TELOS series of morning sessions with visiting speakers from a wide range of career backgrounds, mostly on Thursdays from 8.30 - 9.05am.
    - There will be an expectation to engage independently in work experience during Lower and Upper Sixth as an integral part of your career and personal development.

Independent Study and Enrichment sessions:

- Independent study periods (ISP): time for completion of academic work, wider reading, and independent academic enrichment ('the supra-curriculum')
- Fitness: all Sixth Formers (Lower and Upper Sixth) will enjoy a double period of Fitness each week.
- Thought and Culture (T&C): weekly philosophical and cultural talk/discussion

A-LEVEL MINDSET

Independent study

Independent study periods – spent in the Senior Library unless by arrangement with the Head of Sixth Form – are an essential part of each Sixth Former's timetable, key to workload management and fostering independent learning skills vital for higher education. Effective use of this time will leave less to be done at home.

The amount of work set for A-Level subjects is greater than at GCSE, and more open-ended. A-Levels are about becoming academically engaged and enquiring, rather than simply completing set exercises. Therefore, students who have completed work set should use their time to further and deepen their love and understanding of their subjects or build on their skill-base. No Sixth Former will ever have nothing to do!

As a broad indication, students should dedicate around four to five hours of independent study per subject. Some of this will be in timetabled independent study periods, but this needs to be supplemented by around two hours of further work after school each day.

Examples of activities include:

- Assignments set by teachers
- Subject-based wider reading
- Revision and consolidation (e.g creating revision notes/ cards)

Independent study should aim to:

- Reinforce and consolidate work covered in lessons
- Encourage independent and reflective learning
- Develop a deeper knowledge and understanding
- Prepare students for future lessons or assessments
- Promote an interest and joy in learning
- Enable teachers in to make a judgement about a student's progress and level of attainment.

Your Sixth Form tutor will take an active interest in how you fill your independent study periods, ensuring that you are spending your time on activities that support these aims.

EXAMINATIONS

A-Levels are now mostly linear (i.e., end of Upper Sixth examinations). Some subjects include a Non-Examined Assessment (Coursework) as part of the overall qualification. More details can be found by looking at the specific course pages, exam board websites or by speaking with a teacher.

There will be school mock exams at several points throughout your courses in both Lower and Upper Sixth (see calendars below). Mock results will be used in conjunction with coursework and homework for teachers to update progress data and establish predicted grades. These will also form the basis for intervention work with an academic mentor. Where the academic performance is not being met, a meeting with the student and their parents will be arranged.

LEADERSHIP OPPORTUNITIES

In choosing to come to Blanchelande College, you have made a conscious decision to join a strong school community, rather than a purely sixth form environment. With this in mind, and as part of this community, you are expected and, we imagine, hope to play a strong and positive role within it. You are role models from your very first day, and we anticipate that you will set an outstanding example to younger year groups, and that you will willingly take on responsibilities that will allow you to work with and support younger students.

Key leadership roles

Head Boy and Head Girl

Responsibilities:

- Speak at key whole-school events such as Open Day, Sixth Form Information Evening and Prize Giving
- Chair the half-termly School Parliament
- Nominate, in agreement with the Principal, a charity each ('the Head Boy's charity', 'the Head Girl's charity,') and coordinate the Lent fundraising campaigns for these charities. One designated charity should have a local target, and the other a global target
- Make announcements at assembly

Senior Prefects

Responsibilities:

- Leading prayers at assembly
- Contribute to House life, including leading roles in competitions and activities
- Assist with Year 7 – 9 students during one form when required
- Be a subject ambassador (e.g., at Open Day and Information Evening events, by supporting academic support for younger students, academic societies, etc.)
- Conduct school tours for visitors (e.g., prospective parents, employees)
- Attend events and functions as required, e.g., Open Morning
- Actively participate and lead charitable and other fundraising activities

Sixth Form Committee

The focus and roles of the Sixth Form Committee will be decided through consultation. Examples may include:

- Health Champion: raise awareness and promote healthy lifestyles and positive mental and spiritual health
- Common Room representatives: with oversight of recreation and social life
- Design representatives: with oversight of the Sixth Form's physical environment and facilities

Sixth Form responsibilities

There are many other responsibilities available to be assigned to Sixth Formers. Examples include:

- Assisting with the transition of new joiners across the senior school

As practice for job and university applications, taking on responsibilities such as these involves a simple application process (letter and meeting).

REWARDS

Sixth Form students are highly motivated and participate in the whole-school rewards system (individual and house), as well as having their own internal rewards system administered by the Head of Sixth Form in weekly Sixth Form forum meetings.

Sixth Formers will be rewarded for:

Area of performance	Frequency	Reward

Effort in lessons	Weekly	Merit earner of the week / Merit badges
Excellent academic work	Weekly	Praise postcards

DEVICES

Sixth Formers have greater freedom regarding ICT use than other students in the school, and agree and sign a Student Acceptable Use Agreement at the beginning of the year (click here).

Computers

Sixth Formers should have their own laptop (not tablet) which they are permitted to link to the school's wifi network. Laptops should be only used in classrooms, Common Room, or Senior Library. The Senior Library has around ten desktop computers, which may be used by Sixth Formers, but they are for younger senior students who also use the library but do not have their own device.

Sixth Formers should bring their laptop in each day fully charged; there are charging points in the Senior Library and the Common Room should a device need a boost.

Misuse of computers or accessing inappropriate websites may result in serious disciplinary sanctions.

Microsoft 365

Students moving up from the senior school will already have a Microsoft 365 account (new students will receive log in details in September). Students are required to check their school email and TEAMS on an at-least daily basis; this will be the normal method of communication with teachers outside lesson times.

Mobile phones

Mobile phone use is a Sixth Form privilege. Use is limited to the Library and the Sixth Form Common Room and may only be used in lessons at the request of the teacher. Mobile phones use in front of younger students or other non-permitted areas may result in withdrawal of this privilege.

VEHICLES

Students over the age of 14 may drive a 50cc scooter or motorbike, and may park their vehicle at school with the permission of the Principal. Under certain conditions students who are old enough to drive a car may also drive and park at school.

Driving lessons

Driving lessons, theory and driving tests may be booked during lunchtimes, but not during study periods. Any appointments that require early departure or late return must be agreed with the Head of Sixth Form.

Driving and parking onsite

If students wish to bring vehicles into school, they must complete a permission slip, giving details of the vehicle and insurance. Cars should be parked in the designated Sixth Form

area and driven safely in accordance with the site rules. The Head of Sixth Form and Principal reserve the right to refuse cars on site.

Providing lifts

Students may provide lifts for their own siblings. Any other arrangements must be approved by the Head of Sixth Form.

WORK (PART-TIME JOBS)

Many Sixth Formers have part-time jobs in the evening and at weekends. Taking on a responsibility is commendable but should not conflict with fulfilling a student's potential at work. As a guide, we recommend not more than one day at the weekend *or* two evenings during the week (i.e., a maximum of around 8-10 hours per week). Research has demonstrated that excessive paid work reduces the A-Level grades a student achieves. Paid work during school time is, of course, not permissible.

Appendix 1: Sixth Form calendar

Key Lower Sixth dates

Sept-Oct	Settling-in period for Lower Sixth
	Sign up to enrichment activities mid-Sept once aware of study commitments
Mid Oct	Tutor Evening – discuss how the settling-in period has progressed
Mid Nov	Internal November examinations
Late Nov	Mathematical Studies and AS Art and Design mock examinations
Jan	Art and Design and Mathematical Studies students will have the opportunity to discuss AS mock results with their teachers and parents
March	Lower Sixth Parents Evening (with students in attendance)
May/June	End of Lower Sixth examinations, reflection, and target-setting
	Level 3 Mathematical Studies and AS Art and Design examinations
June	Higher Education Information Evening
	Work Experience week
July	Full academic report
August	AS Art and DT (Design and Technology) and Level 3 Mathematical Studies results Collection of results in person
Summer	Complete independent study / work on Personal Statement, work to meet targets for completing the EPQ if relevant

Key Upper Sixth dates

Month	
September	Be engaged with post-18 options and the UCAS process. Some course providers require additional admissions tests to be taken alongside the UCAS application, and these may have a deadline. Applications to UCAS can be made from 7th September. Post 18 Information Evening for parents.
	Start of year subject assessments in lesson time.
Oct	Interim Report for Upper Sixth students with action points for each subject.
Mid Oct	UCAS applications due for any course at the universities of Oxford and Cambridge, or for most courses in medicine, veterinary medicine/science, and dentistry. You can add choices with a different deadline later, but you can only have five choices in total.
Oct half-term	EPQ: Presentation (before half-term) and completion (after half-term) Key time for Mock Examination revision

Mid Nov	Optional UK trip to visit south coast universities and attend a UK University Careers Fair in Brighton
Late Nov	First Round of Mock A-Level examinations
	Mock results sent home via email
Early Dec	Upper Sixth Parents Evening: review of progress since first round of Mock Examinations and action points in the run up to the second round. Further opportunity for discussion about chosen Post-18 Pathway.
Jan	UCAS applications for most courses submitted by **17th December**
Jan-March	UCAS offers received
Late Feb to early March	Second Round of A-Level Mock Examinations
March	Full Academic Report with Mock Examination results
April/May	Regular assessments in preparation for final examinations
Mid May	Study Leave
May/June	A-Level examinations
End of June	Leavers Celebration Evening
August	A-Level and EPQ results – collection in person

Appendix 2: A-level Amended Pathway form

Name:

Aim: to ensure that the decision to change subject(s) is openly discussed, well thought through and is the right change for you and your potential future career aspirations. When you begin this process, share this online form with your Tutor and Head of Sixth Form so that they can see the process you are working through.

Stage 1: Identify the subject you wish to change your reason(s)
Stage 2: Action taken to try to resolve the issue e.g., have you spoken to your subject teacher? What was the outcome of your discussion?
Stage 3: Meeting with Head of Sixth Form to discuss workable solutions
Stage 4: Discussion at home about the wish to change subjects and the outcome. What have you discussed with your parents and what is their view?
Stage 5: Meeting with parents, Head of Sixth Form and any relevant subject staff should the change in subject be recognised as beneficial to the student. (Summary of discussion)

To be signed at the final meeting:

Date: .....

Student signature: .....

Parent signature: .....

Subject teacher signature: .....

Head of Sixth Form signature: .....

Appendix 3: Sixth Form learning partnership agreement

As a Sixth Former, I will strive to be an independent and responsible learner by...	Our teachers will:	Student responsibilities
Aiming for 100% attendance and punctuality	Prepare lessons and set work for known absences.	• Attend all lessons, tutor times and other commitments punctually. • Attend for the whole day.
Communicating and planning for known absences	Share curriculum overviews and checklists so that students know what they miss.	There must be a good reason for non-attendance and this must be given to school as per the absence policy in the Sixth Form Handbook.
Using independent study periods effectively	• Provide structured guidance for the use of private study time including independent research and set assignments • Follow support programmes set by mentors	• Study periods should be used for studying and in addition students should dedicate an additional two hours per day to wider reading and independent learning. • Students should ask for guidance if they do not know how to structure this time.
Asking for help	• Be approachable and facilitate the development of good study skills Provide support • Monitor and support your progress via subject teachers, tutors and the Sixth Form team.	• Students should ask for help if they do not know how to structure their time or if they do not understand any part of their course. • Students should also use the resources available to help themselves.

	• Provide in-depth feedback and guidance at Parents Evenings	
Learning from mistakes	• Support students to re-write assignments or re-take assessments and exams • Provide prompt, clear and regular verbal feedback and written feedback	Students are expected to check their feedback carefully, ask questions when they do not understand and then reflect and improve their work
Embracing enrichment opportunities	• Give students the opportunity to take part in a broad range of extended curriculum activities. • Enable students to develop employable and transferrable skills • Provide advice and guidance about higher education, apprenticeships, and careers	• Students are expected to engage with extra-curricular and supra-curricula activities. • Students are expected to use Independent Study Periods for academic enrichment • Students are expected to engage in 90 minutes per week of Volunteering and take on Leadership activities as part of the Sixth Form Diploma • Students are encouraged to engage in one hour of sport or fitness activities in their week • Students are expected to actively engage with the careers support available
Meeting deadlines and reading around subjects	• Share resources, course overviews and deadlines clearly, in good time and in line with the agreed curriculum checklists • Require all students to complete all work to the expected standard by the required deadline	• Students must speak to teachers or email them at least 24 hours in advance of a deadline if help is required. Students are expected to read around their subjects using the resources made available alongside the internet • Students are expected to be organised and use folders/books appropriately and be organised
Using the toolkit of Independent Learning strategies	• Provide general independent learning advice and resources via assemblies, tutor time	• Students are expected to use recommended strategies and persist or adapt them if they do not work

	and Personal Development & Citizenship (PDC) lessons • Provide subject specific independent learning advice and resources • Give students responsibility for their own learning with the support of their subject teachers, tutor and academic mentors	• Students are not expected to be independent learners immediately but are expected to ask for support to become one
Following the dress code and setting an example to the rest of the school and community	• Require students to adhere to the Sixth Form dress code and Sixth Form agreement • Provide students with opportunities to lead by example. Foster a culture of mutual respect between staff, students, and home • Encourage leadership through Sixth Form students taking on responsibilities	• Respect the individual rights of all members of the school community and behave according to the Sixth Form agreement and adhering to the Sixth Form Dress Code • Foster a culture of mutual respect between staff, students, and home • Embrace the opportunities of the Sixth Form Diploma and act as a positive role model for the younger students in the school

Student (print name) ……

Tutor ……

Parent/guardian ……

Date ……

Appendix 4: Sixth Form agreement

This policy is in addition to the School Behaviour policy, to which all Sixth Form students must also adhere. As a Sixth Form student, you are a role model for younger students. This agreement reminds you of your roles, responsibilities, and obligations.

Students must:

- Meet the entry requirements for the subject to be studied.
- Maintain high attendance in subjects, including ISPs and Tutor registration (to be read in line with the school's attendance policy).
- Be punctual for all timetabled lessons, including tutor times and assemblies.
- Ensure that a parent/carer contacts the school by 8.30am in the event of illness (and on each subsequent day of absence). In cases of persistent absence (more than 5 days), a doctor's note will be required.
- Bring the correct equipment and books to all lessons and meet deadlines set by staff.
- Ensure that your work is completed to the best of your ability and seek help from subject staff in the event of any problems.
- Remain in school during lesson/independent study time during the school day (Year 12). Students in both Years 12 and 13 are permitted off-site during morning break and lunchtimes under certain conditions.
- Be purposeful and smart in appearance, in line with the Sixth Form Dress Code.
- Anyone feeling ill should go to the school Office so that parents can be contacted. On no account should any student go home during the day (other than authorised Home Study for Year 13 students).
- Sign out if you must leave the College site. Sign in again on your return.
- Make constructive use of independent study periods. Work in the Sixth Form study areas. Be responsible for your own learning. Do not behave in any way that hinders the learning or welfare of any other student.
- Treat the Sixth Form study areas and Common Room with respect and ensure that all rooms are kept clean and tidy.
- Any damage to Sixth Form areas or areas across the school is to be paid for by the student(s) responsible. Good behaviour is always expected.
- Be active and positive members of the school community, offering constructive behaviour and participation.
- Do not bring into school, or consume on the school site, any cigarettes, vaping materials, alcohol, drugs, or any paraphernalia related to this. Any issues will be dealt with in line with the school's Behaviour Policy.
- Do not use rude, offensive, derogatory, or obscene language, whether casually or directed towards others.
- Do not bring into school any illegal or dangerous items.
- If you bring a vehicle onto the school's site, you must follow the school's rules regarding driving responsibly.

I understand that if I break any of the conditions above, further actions will be taken, and this may result in losing my place in the Sixth Form.

Name ……

Date ……

Signed ……

Appendix 5: Sixth Form Student Acceptable Use Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the ICT systems, email, and other digital communications.
- I will treat my username and password with care – I will not share it, nor will I try to use any other person's username and password.
- I will not disclose or share personal information about myself or others when on-line.
- I will not arrange to meet people off-line that I have communicated with online.
- I will immediately report to a teacher any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.
- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school ICT systems for online gaming, online gambling, internet shopping or file sharing.
- I will act as I expect others to act toward me.
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive, or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.
- I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school.
- I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I were using school equipment.
- I understand the risks and will not try to upload, download, or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software; however, this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.

- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use online communication tools under the direct instruction of a member of staff.
- When using the internet for research or recreation, I recognise that:
    - I should ensure that I have permission to use the original work of others in my own work
    - Where work is protected by copyright, I will not try to download copies (including music and videos)
    - When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I understand that I am responsible for my actions, both in and out of school:
- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand and accept that the Principal, Vice-Principal and/ or Head of Sixth Form may inspect or confiscate my personal devices should they find reason to do so.

I understand that if I fail to comply with this Acceptable Use Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, suspensions, contact with parents and in the event of illegal activities involvement of the police.

Any examples of misuse of the school IT systems may result in sanctions.

Student Name (Printed) ……

Signed……

Date……

Appendix 6: Sixth Form expectations

Blanchelande College Sixth Form offers a Catholic Education and is available to all students meeting our entry criteria where every individual is highly valued and where care and concern for others is central to all work. All our students are expected to achieve their full potential and become equipped for adult life.

We ask students applying for places to uphold the Catholic character and ethos of the Sixth Form. Nevertheless, the Sixth Form fully respects the beliefs of parents and children from all denominations and faith backgrounds, or of none.

This contract lays out our expectations of you as a student of Blanchelande College Sixth Form. Please read and consider it carefully. As a member of the Sixth Form, we expect you to uphold each of the responsibilities shown.

Academic Commitment

- Give your absolute best to achieve academically.
- Speak to a member of staff if you are experiencing any problems.
- Take responsibility for your own learning both within and beyond the classroom.
- Develop life priorities that enable you to achieve or exceed your targets.
- Complete at least five hours of private study for each subject, each week, consisting of one hour of supervised study per subject in school and up to three hours of independent study for each subject each week.
- Meet all deadlines set by subject and pastoral staff.
- Be organised and prepared for lessons.
- Use all study time effectively.
- Attend all supervised independent study sessions and make full use of the support being offered to you be your teachers and the Sixth Form team.
- Ensure that you are using your time effectively at home to complete outstanding work and additional wider reading.

Behaviour and Conduct

- Uphold the Catholic character and ethos of the school.
- Recognise that you are always a role model as a senior member of the school community and model the highest standards of behaviour.
- Respect the authority of our teachers and of other staff communicating in a polite and appropriate manner
- Demonstrate excellence in the way you take the responsibility of an independent learner so others will follow your example.
- Take responsibility to challenge the poor behaviour of others e.g., around the school grounds or by leading on the buses.

Attendance

- Strive to maintain 100% attendance.
- Arrive by 8.30am and be in the appropriate place when the bell rings i.e., assembly/Sixth Form Forum, in your tutor group room etc.
- Achieve 100% punctuality to all lessons and activities.
- Ensure your tutor is informed when you are absent for a good reason by parent email/ phone call.
- If you need to leave school during the school day, you must sign out with your tutor or the Head of Sixth Form, Miss Ellert and must have a note from your Parents/Carers or an email to your tutor, copying in Miss Ellert, stating the reason for needing to leave school.
- It is not appropriate to book activities that are possible in out of school time e.g. driving lessons.

Dress

- Follow all requirements of the Sixth Form dress code (click here) and understand that you are a role model for your younger peers
- If you are dressed inappropriately, we will request that you go home to change.

School Environment

- Respect the school buildings and environment and actively work to enhance their quality by caring for the accommodation provided.
- Keep all areas clean and tidy and report all rubbish needing clearing and any damages.
- Demonstrate environmental responsibility in the use of energy and resources Personal Social Responsibility
- Live to give- be sensitive to the needs of others and not just your own.
- Any acts of bullying, in any form (cyber, verbal etc.) will be dealt with stringently.
- Give to the school community in mentoring and initiatives that help improve the lives of others.
- Give beyond the school community in volunteering and community service.
- Help to create an aspirational culture within and beyond Sixth Form environment.

I confirm that I agree to fully uphold the expectations of this agreement.

Student (print name) ……

Student signature ……

Parent/guardian ……

Date ……

Appendix 7: Blanchelande College Sixth Form Dress Code

Students are expected to dress in a manner that is smart, comfortable yet purposeful and suitable for their day at school. Students must remember that their choice of dress should be appropriate as they are role models to the younger students in school. This means that they should not wear clothes that:

- Have provocative or offensive logos
- Are frayed, ripped or have holes
- Are revealing or cropped as these are not suitable for a professional place of work.
- Are not jeans or jogging bottoms
- Are not oversized jumpers

Shoes must be smart, not trainers or flip flops/sandals.

Typical Day

Boys:

- Chinos or similar smart trousers
- Smart/tailored polo shirt (must have a collar)
- Shirt
- Smart jumper
- School hoody for PE lessons

Girls:

- Skirts and dresses are encouraged of an acceptable length
- Tailored trousers
- Appropriate tops (eg shirts, jumpers, roll-necks, cardigans, smarter jumpers) and no bare midriff showing
- School hoody for PE lessons

Events (Open Morning, Mass, Carol Service, Prize giving)

Boys – School Tie and Suit (a tailored jacket)
Girls – Smart Dress or Skirt and blouse with a tailored blazer and their school pin.

Dress Code for Sports Teams and Fitness sessions for boys and girls:

Sports Teams: if a Sixth Former is representing the school in sport, he/she should be wearing the school PE kit, as they did in Year 11.
Fitness: suitable trainers, black or navy shorts, jogging bottoms or leggings, Sixth Form hoodie (in cooler weather), and a plain coloured short sleeved t-shirt with discreet branding logo.

Biology and Chemistry students: A white lab coat will be required for lessons.

Leiths students: Leiths White Apron, Long sleeved chefs jacket, Blue check trousers, Leiths skull cap to be ordered through the Leiths portal at Russoms