

# Information Booklet



2021 | 23



# Contents Page

Page 3	Curriculum Offer
Page 4	6 <sup>th</sup> Form Options and the Application Process
Page 5	6 <sup>th</sup> Form Courses
Page 6	How to Decide on your Course
Page 7	Higher Education
Page 8-10	Further Information

## 6<sup>th</sup> Form Team

Assistant Head Teacher – Head of 6<sup>th</sup> Form  
**Mr B Cheeseman**

Assistant Head of 6<sup>th</sup> Form  
**Ms A Hobdell**

Senior Tutor Co-ordinator  
**Mrs L Johnston**

6<sup>th</sup> Form Tutors  
**Mr I Cole, Mrs L Johnston, Mr T Justice, Mr J Mitchell, Mr M McCarthy,  
Mr H Pugh, Mr A Sykes, Mr C Teague, Mr A Wallis.**

6<sup>th</sup> Form Study Supervisor  
**Mrs N Croft**

6<sup>th</sup> Form Administration Assistant  
**Mrs L Wright**

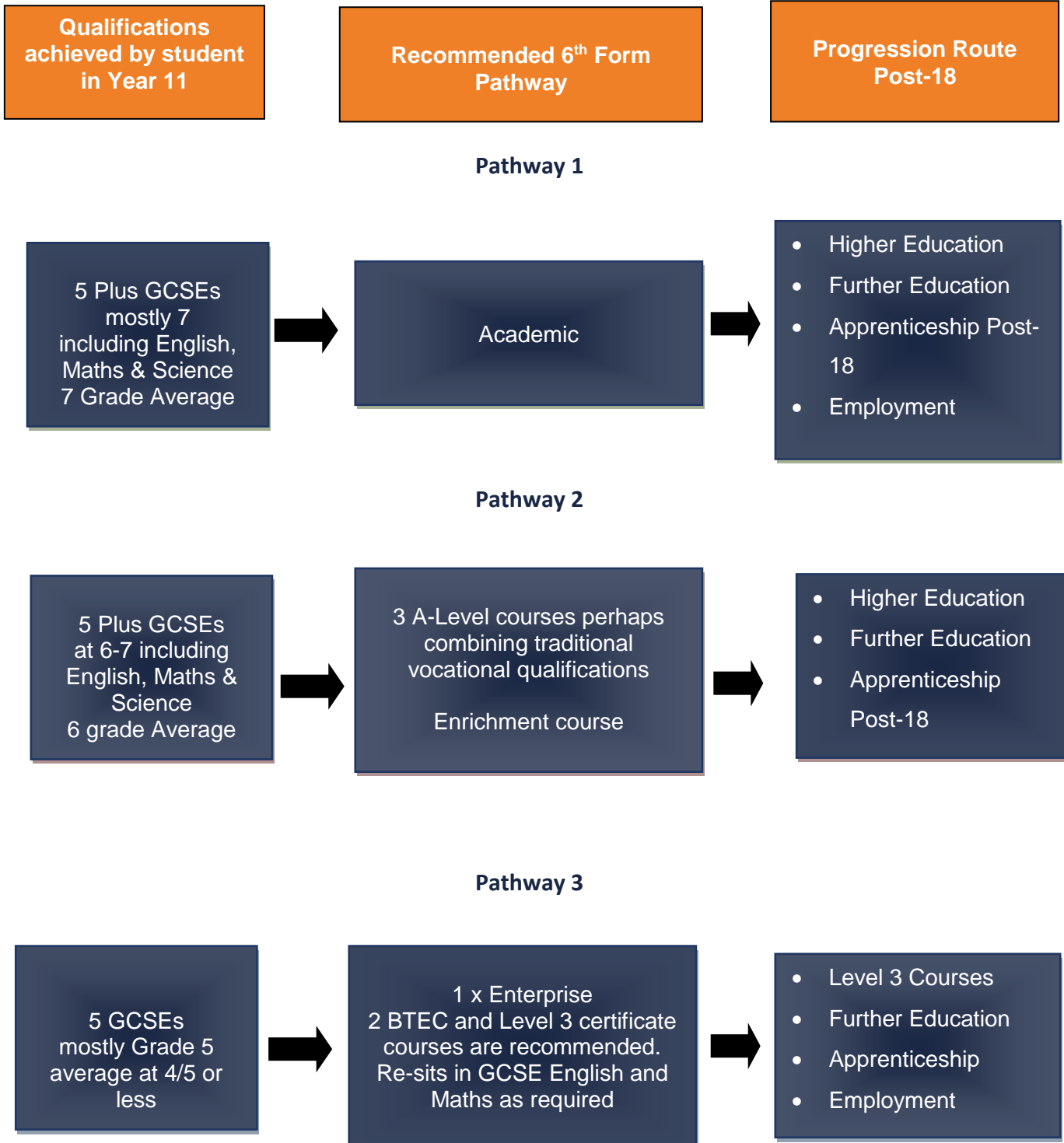


# Rednock 6<sup>th</sup> Form

Quality, Partnership, Success

## CURRICULUM OFFER POST-16

6<sup>th</sup> Form students will follow one of the following pathways depending on their Key Stage 4 results:-



## 6<sup>th</sup> Form Options and the Application Process

- Students will follow one of the three curriculum pathways (see page 3); students will be given information, advice and guidance to inform this decision and ensure that they are on the most appropriate pathway.
- Students who have not achieved a grade '5' in GCSE English and Mathematics at the end of Key Stage 4 will continue to study these subjects until a minimum of a Grade '5' is achieved in both subjects. This will be considered a 'Good' pass by employers (continuing on this route is a legal requirement until Grade 4 is achieved).
- Not all courses are guaranteed to run.
- It is anticipated that most A Level students will study 3 subjects in Years 12 and 13.

### Timeline for 6<sup>th</sup> Form Application Process:

w/c <b>23<sup>rd</sup> November 2020</b>	Assemblies in small groups throughout the week to all year 11 students, application forms issued via tutors
<b>26<sup>th</sup> November 2020</b>	Virtual Open Evening – see website
<b>26<sup>th</sup> November 2020</b>	Application forms available – on website & sent to students via tutors
<b>18<sup>th</sup> December 2020 (end of term 2)</b>	Deadline for applications – to be given to their tutor only
<b>22<sup>nd</sup> January 2021</b>	Extended deadline for exceptions
<b>February 2021</b>	With the current Covid situation, it is anticipated that we will still hold consultations during February. These consultations are intended to be an informal opportunity to discuss the courses most suited to your needs and ambitions and for you to further discuss the range of courses available and make a final selection. Predicted grades will be used as part of the consultation process to ensure that students are opting for the most appropriate curriculum pathway
<b>April 2021</b>	Offer letters sent to students
<b>May   June 2021</b>	GCSE Examinations
<b>June 2021</b>	Induction Day - date tbc
<b>August 2021</b>	GCSE Results - tbc
<b>August 2021</b>	1:1 consultations with the 6 <sup>th</sup> Form Team and registration onto appropriate courses – dates to be confirmed once exam result days have been published.

## 6<sup>th</sup> FORM COURSES

The 6<sup>th</sup> Form curriculum offers tremendous choice. Students can opt for a variety of different qualifications depending on the curriculum pathway that they choose to follow:

### A Level – 2 Years

Art - Fine Art	Maths
Biology	Media Studies
Business	MFL - French & Spanish
Chemistry	Philosophy & Ethics
Computer Science	Photography
Economics	Physical Education
English Language   Literature	Physics
Further Mathematics	Product Design
Geography	Psychology
History	Sociology

### Level 3 BTEC – 2 Years

Applied Science
Childrens' Play, Learning & Development
Enterprise & Entrepreneurship
Health & Social Care
Media
Performing Arts
Travel & Tourism

### Level 3 Technicals

Information Technology
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### 1 year Transition Courses

GCSE English Language
GCSE Maths
Level 2 Work Skills
Level 2 Finance

### Level 3 Certificate Course – 1 Year

Criminology - Level 3 Applied Certificate
Mathematical Studies (Core Maths) - Level 3

### Enrichment Options – 1 Year (minimum)

Arts Gold Award	STEM Ambassador
EPQ - Extended Project Qualification – Y13 only	Student Ambassador
Mentoring	Volunteering opportunities
Reading Support (Reading Buddies)	Work experience placement opportunities



## HOW TO DECIDE ON YOUR COURSE

Your first step is to find out all you can about the subjects you might like to follow.

- Read this booklet carefully;
- Read subject information sheets; (see school website)
- Read books on how to choose your subjects;
- Talk with your tutor and your present subject teachers;
- Talk with the relevant teachers and 6<sup>th</sup> Form tutorial staff;
- Talk with the Careers staff and use the Careers Library;
- Visit relevant websites.

The subjects that you choose will probably be:

- Those that you are good at;
- Those you are interested in for their own sake;
- Those that are necessary for what you want to do later;
- Those that fit together and balance one another;
- Those that 'fit' on the 6<sup>th</sup> Form Timetable.

**DON'T** choose subjects just because you like the teachers – you may not have these teachers in 6<sup>th</sup> Form.

**DON'T** choose a subject just because your friend is doing it - it's your future that depends on your choice.

**DON'T** automatically choose the subjects you get the highest exam grade in - they may not be the best ones for you.

**DON'T** choose subjects in which you've only just managed to achieve the entry requirements because you may struggle to cope at A Level.

## HIGHER EDUCATION | APPRENTICESHIPS

You need to bear in mind that Universities, Colleges and Apprenticeships very often require particular subjects at A Level or at GCSE Grade 5 or above as a basic qualification for entry or to study certain subjects.

You must recognise that if you have an unconventional combination of subjects for a particular course, you may put yourself at a disadvantage with respect to others in the selection process.

There are lots of useful websites that can help you choose the subjects that will lead to a specific career pathway or suggest subject combinations:

[www.bestcourse4me.com](http://www.bestcourse4me.com)

[www.careers4u.tv/what-a-levels](http://www.careers4u.tv/what-a-levels)

[www.russellgroup.org/InformedChoices-latest.pdf](http://www.russellgroup.org/InformedChoices-latest.pdf)

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

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

<https://www.gov.uk/apply-apprenticeship>

[https://www.nhsjobs.com/job\\_list/Apprenticeships](https://www.nhsjobs.com/job_list/Apprenticeships)



## FURTHER INFORMATION

We are pleased that you are considering Rednock 6<sup>th</sup> Form for the next stage of your education. The school aims to provide a structured and disciplined environment in which students can excel, both academically and personally. We pride ourselves on being an inclusive 6<sup>th</sup> Form, welcoming students from a variety of backgrounds to continue their learning journey with us at Rednock. With support and guidance, students will be challenged to achieve their potential and to further develop their skills of independence, confidence, resilience and leadership ensuring that a number of opportunities are available beyond post-18. As a senior member of the school, it is expected that 6<sup>th</sup> Form students will lead by example and become role models for the younger students. As part of the Rednock 6<sup>th</sup> Form experience it is compulsory to participate in the following:

### Enrichment

All Year 12 A Level students are encouraged to undertake an active enrichment programme that contributes to the school and community. EPQ and the Gold Arts Award is open to all students and we actively encourage all students to undertake their study.

### Volunteering and Work Experience

- One hour of volunteering per week is expected in order to gain experience and bolster employment/academic applications.
- A week of work experience in Year 12 is also expected and students are supported in finding meaningful placements. This can be organised for anytime of the year.
- There are many opportunities available in the 6<sup>th</sup> Form and students are encouraged to be fully involved. For example, students can help in Primary Schools, lower school classes, or in the local community.

### Support, Advice and Guidance in Rednock 6<sup>th</sup> Form

#### Tutor Groups

Year 12 and Year 13 are arranged in vertical tutor groups. In addition to the normal administrative functions, your tutor will be responsible for your general welfare and academic progress. Your tutor will be your first point of contact when you need support, advice and guidance.

- It is with the form tutor that, in the first instance, parental contact is usually made;
- 6<sup>th</sup> Form students should report to their tutor group area at 8.35 am and 1.40 pm each day;

#### Mentoring

- A mentoring scheme is in place in the 6<sup>th</sup> Form. All students receive mentoring in dedicated time from their tutor.



## **Careers Guidance**

- Advice on careers is an on-going exercise and will form an important part of the tutorial programme;
- 6<sup>th</sup> Form Tutors, and the 6<sup>th</sup> Form Study Supervisor, will give advice, and identify those who need particular help;
- You should take the initiative and pursue any lines of enquiry suggested;
- Seek help from all available and informed sources: whenever staff are asked we shall do our best to help you;
- Students have the opportunity to use the Careers Library at any time during school hours. Careers information is also readily available in the 6<sup>th</sup> Form Atrium.

## **Supporting the Year 11 to 6<sup>th</sup> Form Transition**

The most significant academic changes that you will face on entering the 6<sup>th</sup> Form are in the method of study and the way in which you are taught. Although the number of subjects studied are fewer, the specifications will be so much wider and deeper that you will need to organise your own study time effectively. There will be greater freedom to express your own views, to question and to take the initiative in class discussion, though you must be prepared to accept constructive criticism and to have your opinions challenged. In lessons, you will receive the tools for a successful completion of the course, and staff will guide you, assess your progress and help you to overcome any weaknesses. However, the responsibility for acting on advice, for following up lines of interest and researching more fully into topics must be yours.

Students are expected to conduct a significant amount of independent study outside of lesson time to support each of their subjects. Students should, on average, conduct 1 hour of independent study for every lesson. This equates to approximately 9 hours per subject per fortnight. Therefore, it is vital that students get into good study habits from the beginning of Year 12:

- If you are going to be a successful student it is essential that you use supervised study time effectively, this will be indicated on your timetable.
- We have excellent study facilities providing a variety of study areas.
- Year 12 are expected to carry out Supervised Study within the 6<sup>th</sup> Form Atrium. It enables you to do individual research, make notes in preparation for assignments, write essays, check over lesson notes, read around a subject and discuss problems with fellow students.

### **Assessment, tracking and monitoring of Academic Progress**

- Students will be monitored within subject areas on a regular basis and any concerns are raised with 6<sup>th</sup> Form Tutors and the 6<sup>th</sup> Form Leadership team.
- Any students who find they are having problems with their work should seek the help of their subject teacher and where necessary refer to their tutor and the 6<sup>th</sup> Form Leadership team.
- Parents will be updated on their son/daughter's achievement via a set of reports and the Parents' Consultation Meeting (PCM). Students will receive three reports during the academic year and there will be one PCM which provides an excellent opportunity to have a face-to-face discussion with each of the relevant subject teachers.
- Parents should contact the tutor if they wish to discuss their son/daughter's progress.
- Subject Contracts may be used to support students who are struggling to adapt to their 6<sup>th</sup> Form studies or who are underachieving throughout Year 12 and Year 13.
  - A Subject Contract consists of a set of short-term targets that have been agreed between the teacher and student. These are reviewed after an agreed period of time. Failure to meet these targets may jeopardise a student's place on the course.

### **Miscellaneous Information**

#### **Dress Code**

- The principle regarding dress is that school is a place of work and students should dress with due regard to what is appropriate and the need to set a good example of dress to the rest of the school. Students are expected to be neatly groomed.