



**CHEADLE
HULME**
SIXTH FORM

Student Handbook

2026-2027

OPEN THE DOOR TO THE FUTURE OF YOUR CHOICE

Welcome

Welcome to Cheadle Hulme Sixth Form! We are delighted that you have chosen to study at CHSF, and we look forward to working with you over your two years with us.

The purpose of this handbook is to give you an overview of what we can offer you during your time here; to develop your academic abilities, support you pastorally, enrich your wider learning and development and enable you to go on successfully to the next stage of your life.

It also contains information about the Sixth Form team and their roles, external sources of support, our expectations and some of the extra-curricular activities you can engage with here.

We want to make sure our Sixth Form is vibrant, inclusive and student led, and we hope you will use the information contained in the handbook as a starting point to allow you to make the most of being a part of our Sixth Form community.

Beth Gannon and Paul Gaskell
Directors of Sixth Form



Open the door to the future of your choice

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Meet The Team

Directors of Sixth Form

Mrs B Gannon
Mr P Gaskell

Deputy Director of Sixth Form

Miss L Rainford

Heads of Key Stage 5

Mrs H Atkins
Miss L Sherriff
Miss M Gillis

Sixth Form Senior Tutor

Mr L Watkins

Pastoral Heads of Sixth Form

Mrs S Reddy
Mrs L Dickinson

Sixth Form Academic Services Manager

Mrs L Turner

Sixth Form Reception

Mrs E Badger
Mrs J Bulwich

Head of School Designated Safeguarding Lead Deputy Designated Safeguarding Lead

Dr L Brooks
Miss A Ballard
Mrs E Geddis

Form Tutor Team

Year 12

12AD Dr Dickins/Miss Smith

12KK Mr Kuchniak

12LS Miss Sherriff

12RM Miss Melvin

12LW Mr Watkins

Year 13

13HA Mrs Atkins

13BL Mr Lyle

13GI Miss Gillis

13LA Mrs Jones

13TS Mr Smith



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Term Dates and the School Day

Autumn Term 2026

Tuesday 1st September 2026* to Friday 18th December 2026

Autumn October 2026 Half Term

Monday 26th October 2026 to Friday 30th October 2026

**School opens on Wednesday 2nd September - Years 7, 12 & 13 only (times TBC)*

Thursday 3rd September - All students in school at the usual time

Spring Term 2027

Tuesday 5th January 2027 to Thursday 25th March 2027

Spring February 2027 Half Term

Monday 15th February 2027 to Friday 19th February 2027

Summer Term 2027

Monday 12th April 2027 to Thursday 15th July 2027

Summer May 2027 Half Term

Monday 31st May 2027 to Friday 4th June 2027

Public Holidays

Good Friday – Friday 26th March 2027

Easter Monday – Monday 29th March 2027

May Day – Monday 3rd May 2027

Spring Bank Holidays – Monday 31st May 2027

In-service Days

Tuesday 1st September 2026*

Friday 23rd October 2026

Monday 30th November 2026

Friday 25th June 2027**

Thursday 15th July 2027**

**** GCSE and A Level public examinations may take place on this date**

Timings of the Sixth Form Day

		Monday	Tuesday	Wednesday	Thursday		Friday
	8.30am – 8.45am	Registration/Assembly				8.30am – 8.55am	
Unit 1	8.45am – 9.40am					8.55am – 9.50am	
Unit 2	9.40am – 10.35am					9.50am – 10.45am	
	10.35am – 10.55am	Break				10.45am – 11.05am	
Unit 3	10.55am – 11.50am					11.05am – 12.00pm	
Unit 4	11.50am – 12.45pm					12.00pm – 12.55pm	
	12.45pm – 1.30pm	Lunch				12.55pm – 1.40pm	
Unit 5	1.30pm – 2.25pm					1.40pm – 2.35pm	
Unit 6	2.25pm – 3.20pm			Staff Professional Time			

We operate on a two-week cycle. All Year 12 students are expected to be in the Sixth Form building from 8.30am to 3.20pm at the earliest on Monday, Tuesday and Thursday and 8.30am to 2.35pm at the earliest on Wednesday and Friday.

Sixth Form Life

We want you to enjoy and make the most of your time in Sixth Form. We encourage students to get involved in Sixth Form life: to meet new people, develop new skills and prepare for university and the world of work.

We know you will sometimes need some additional help to achieve all that you want to, and we are ready and willing to provide you with a wide range of support and guidance.

Pastoral and Academic Support

Pastoral

We are incredibly proud of the pastoral care offered in our Sixth Form. Our pastoral care underpins every student's academic success.

Mrs Reddy and Mrs Dickinson form the pastoral team at Cheadle Hulme Sixth Form and are your pastoral Heads of Sixth Form. They are dedicated non-teaching members of staff who will offer you a huge amount of support during your Sixth Form journey; they will support you when required and help you overcome any hurdles you encounter whilst in Sixth Form. They will also help you celebrate your victories! Together, they will help you to make a great start to Sixth Form. They will support you if you have any worries or concerns - please don't struggle in silence. They will also monitor your attendance and punctuality and help you to understand what we mean by professional dress. The pastoral team can also help you to access the school counsellor if needed, or signpost you to any relevant external support; **there is always someone to listen to you.**

Academic

During your time in Sixth Form, you will have access to a wide range of academic support. Your subject teachers should always be your first stop, they will be able to answer subject specific questions and help you to understand their subject in the best possible way. Mrs Atkins and Miss Sherriff, Heads of Key Stage 5 will monitor your academic progress. At Cheadle Hulme Sixth Form we want you to thrive and achieve A Level results that you are proud of. You will be supported to ensure that you establish strong academic habits to ensure that you manage your time effectively. Mrs Atkins and Miss Sherriff will meet with you on a regular basis to help you develop effective study techniques in order to ensure academic success. We also have dedicated SEN support with a Sixth Form specialist who will help you with any academic needs that arise. You will be supported throughout the Life After Laurus programme, as you start to think about your future, post Sixth Form. You will be supported when making applications to university, degree apprenticeships, the armed forces etc. We offer students mock interviews, help with presentations and wider support for assessment days.

Form Tutors

You will meet with your Form Tutor every morning at 8.30am. Attendance during form time is compulsory. You will receive information and complete activities which will enhance and complement your academic studies, your Life After Laurus programme and your broader social and emotional wellbeing. Your Form Tutor can also assist you if you have any concerns or worries or support you in getting help from the most appropriate person.

Wellbeing

We take wellbeing very seriously and recognise that this may mean different things for different students. Good physical and emotional wellbeing are essential. We encourage you to promote your own wellbeing through form time activities, assemblies, PSHE days, Laurus Launchpad etc. Some of our electives are also aimed at your wellbeing and include

mindfulness and fitness. We want you to feel confident within Sixth Form and a big part of that is feeling good emotionally. Knowing what steps we can all take to support our mental wellbeing can help us feel better, sleep better and have better relationships with the people around us.

We offer personalised and tailored support and take our responsibility for your wider personal development very seriously.

Support in Sixth Form is available from:

Your Form Tutor and the Sixth Form Senior Tutor
Pastoral Heads of Sixth Form
Heads of Key Stage 5
Director of Sixth Form and Deputy Director of Sixth Form
Sixth Form First Aid
Designated Safeguarding Lead

Positions of Responsibility

In Sixth Form we value individuality, celebrate diversity and encourage you to have the confidence to think for yourself. We place great importance on both leadership and participation and encourage you to take on roles of responsibility and engage in Sixth Form, whole-school and House activities.

Sixth Form Cabinet

The Sixth Form Cabinet is a body of students who meet regularly to discuss successes and areas of development for the Sixth Form. Sixth Form Cabinet members play an important role in leading and developing the Sixth Form. You will meet regularly with Sixth Form senior staff to discuss Sixth Form matters. The Cabinet roles are similar to those of Head Girl/Boy and their Deputies. The Student Presidents and the Cabinet members lead the student Sixth Form Cabinet and are elected by their peers. Cabinet members are good leaders, team players, communicators and listeners. You should be able to represent the views of others as well as your own. It is important that you can work as part of a team with students and staff. It is also essential that you have good time management and organisational skills as you will need to balance the demands of your studies with the demands of the role.

Leadership Opportunities

Sixth Form Cabinet members welcome guests to the school and help at official school functions, e.g., whole school and Sixth Form Open Days/Evenings, and Induction Days. You may also be asked to speak on these occasions and so will have the opportunity to develop your public speaking skills.

House Leaders

Becoming a House Leader provides an opportunity for students to get involved in a leadership role in Year 12. You will be the representative for your House and you will have the opportunity to develop your organisational skills, enhance your ability to work in a team, and lead on challenges linked to the Cornerstones. House Leaders also organise charity events in the Sixth Form.

Clubs and Societies

There are many opportunities to develop the Leadership and Service Cornerstone both within Sixth Form and across the school. We encourage students to set up and organise lunchtime clubs and societies; we will be happy to support you with this. Evidence of initiative of this type, particularly if it links to a subject you intend to continue to study, will be well received by universities or employers.

Similarly, if you would like to help with activities such as lower school Drama Clubs, Language Ambassadors etc, or if you would like to start a club or an activity of your own in the main school, then speak to the appropriate member of staff.

Social Events

Within the Sixth Form Cabinet, our Social Leads lead the organisation of social events throughout the year, including the Sixth Form Leavers Party in Year 13. These events are organised for students, by students. If you have any ideas for social events you want to see happen in the Sixth Form, please speak to a member of the Cabinet.

Gym Membership

Sixth Form students have access to the school gym 3.30pm – 4.30pm on certain evenings. It can also be used during Sixth Form sport on a Wednesday afternoon, unit 5. Students are able to purchase a discounted membership from Club Cheadle Hulme if you wish to use the gym after 5.00pm.

Sixth Form Building

The Sixth Form area is a designated space for Sixth Form students only. You should not invite students from any other year group into this area.

Silent Study Centre

The Study Centre is available from 8.00am – 6.00pm. This area must be used for silent, independent study only. Books in the Study Centre should not be removed and should be replaced on the shelves after use.

The Refectory

The Sixth Form refectory is available for Sixth Form students from 8.00am. You may also bring your own food to eat in this area. Lunch is available from 12.00noon to 1.30pm. The refectory space can also be used for study and is particularly good for collaborative working.

Financial Support

The Government has set aside some money for schools, colleges, training providers and local authorities to allocate to young people who need financial support to stay on in further education or training. This is called the 16-19 Bursary Fund. **There are two types of bursaries, a bursary for students in vulnerable groups and discretionary bursaries.** Cheadle Hulme High School operates a no-cash policy and as such, bursary payments will be paid in kind where possible, or via the BACS system.

Bursary for students in vulnerable groups

A bursary for students in vulnerable groups of up to £1200 is available to students who meet the criteria below. To qualify for this bursary award, you must be either:

- in care or a care leaver
- in receipt of Income Support (or Universal Credit) in your own right
- in receipt of Employment and Support Allowance (or Universal Credit) and Disability Living Allowance or Personal Independence Payments in your own right.

Discretionary Bursary

We welcome applications for the Discretionary Bursary award from students whose household income is below £35,000 per year. The Discretionary Bursary Award is to help you with any education-related costs that may arise during the school year, including essentials like a meal during the day or transport to the Sixth Form. Or you may need extra

help to buy additional books, clothing or equipment for your course, or to pay for educational visits.

We may also look to provide support through the Discretionary Bursary fund to students who are not automatically eligible for an award but who face exceptional circumstances during the academic year which impact on their ability to participate in full time education. Proof of income or hardship will be asked for and awards are dependent upon available funds.

Applications should be explicit in outlining the exact expense details. Where possible the discretionary bursary will be provided in the form of equipment or services e.g., travel tickets etc. Only in exceptional cases will money be provided for expenses. Payments to support additional educational expenses will be made at the point of approval of application.

Funding may be withdrawn if you do not attend regularly or do not adhere to the Learning Contract. (Appendix C).

Application forms and expense claim forms can be obtained via the website [Sixth Form – Financial Support - Cheadle Hulme High School \(chhs.org.uk\)](http://Sixth Form – Financial Support - Cheadle Hulme High School (chhs.org.uk)) or from Mrs Turner in the Sixth Form Office.

Availability of Funding

The Sixth Form will help as many students as possible with the funding available but will prioritise those in most need. Cheadle Hulme Sixth Form has a Bursary Appeals Panel to consider appeals relating to the award or administration of 16-19 bursaries.

Who can apply?

To apply for a bursary, you must be aged between 16 and 19 and in full-time or part-time further education or training. It could help you with any education-related costs that may arise during the school year, including essentials like a meal during the day or transport to the Sixth Form. Or you may need extra help to buy additional books, clothing or equipment for your course, or pay for educational visits.

How do I apply?

To apply for a bursary, you must request an application form and return it with all the relevant documentation. We will ensure that the application process is always dealt with in a discreet and confidential manner. Application forms can be obtained from Mrs Turner in the Sixth Form Office or via our website [Sixth Form – Financial Support - Cheadle Hulme High School \(chhs.org.uk\)](http://Sixth Form – Financial Support - Cheadle Hulme High School (chhs.org.uk))

Where do I send my application?

Return your completed application form and all required documentation either in person to Mrs Turner in the Sixth Form Office, or via post to Mrs Turner, Cheadle Hulme Sixth Form, Woods Lane, Cheadle Hulme, SK8 7JY or via email to sixthform@chhs.org.uk.

What do I include?

Please include with your application form, photocopies of your current P60 or tax return if self-employed, pension income, all documentation for universal credit or working tax credit and child tax credit, all documentation for housing benefit, council tax benefit, job seekers allowance, disability living allowance and any other household income you may be in receipt of. Failure to send all the necessary evidence will result in your application being delayed. Please remember to sign the form on completion.

How will my bursary be paid?

Where possible the discretionary bursary will be provided in the form of equipment or services e.g., travel tickets etc. Only in exceptional cases will money be provided for expenses. Payments to support additional educational expenses will be made at the point of approval of application.

Can the Sixth Form tell me what to spend my bursary on?

Yes, your bursary is to help pay for things you really need to stay on at Sixth Form. We can insist that your bursary is spent on travel costs, meals during the day or equipment for your courses.

Can I have help with the cost of trips or equipment?

Dependent on the number of successful applications and monies available we would like to be able to help students with some of the cost of essential trips.

Can the Sixth Form stop my bursary payments?

Yes. You will be asked to sign a bursary contract which details the conditions under which your bursary will be paid. Typically, these conditions will include attendance, lateness, behaviour, medical appointments and sickness.

If I can't attend Sixth Form because of illness, medical appointments or authorised absences will I still receive my bursary?

A parent or carer will need to phone the Sixth Form on 0161 485 7201 extn 7255 every day you are absent due to illness to authorise your sickness, or medical appointments. Holidays are not authorised absences.

Free School Meals

Free school meals ("FSM") are still available to qualifying students in the Sixth Form. However, the eligibility criteria for FSM are changing from September 2026.

The transitional protections that have been in place since April 2018 will end this academic year. This means that if you have previously been in receipt of FSM you will need to have an active application on OFSM (Online Free School Meals) prior to the start of the academic year.

If you have previously been in receipt of FSM, or your circumstances have changed and you believe you are entitled to FSM, then please apply using the online form below.

If you are unsure, we would encourage parents/carers to enter your details to check.

Please use the link below:

[Online FSM application](#)

Sixth Form Standards and Expectations

Attendance and Punctuality

There is a direct correlation between attendance and achievement. Arriving on time, every day, to every timetabled session, is a good way of preparing yourself for successful further study and the world of work.

You should attend form time every morning by 8.30am at the latest. In addition, you must attend all timetabled subject lessons and the minimum number of sessions required for completion of the Life After Laurus and Electives programmes.

If you are absent through illness or other unavoidable circumstances, **please ensure that your absence is reported by a parent/carer by phone or email.** If you are absent, you will be required to attend a Return to School meeting with your Form Tutor.

If you have not attended registration or signed in late at Reception during unit 1, a text will be sent to the appropriate parent/carer.

Medical absences for more than five consecutive days will require a medical certificate. Only urgent medical, dental and other appointments should be made during school hours, preferably out of lesson time.

Routine appointments must not be made in lesson times. This includes driving lessons and driving theory tests.

You must not be absent from school to attend family holidays, festivals or go away with friends during term time. This will be recorded as unauthorised absence. Unsatisfactory levels of attendance will result in a discussion with a senior member of staff. This may lead to formal warnings if no improvements are made.

Acceptable reasons for absence:

- Serious illness
- Practical driving test (not lessons or theory tests)
- Emergency doctor or dental appointment
- Funeral of a close relative/friend
- Religious festivals
- University Open Days (see later section)
- Any other good reason accepted by the Sixth Form

Holidays during term time will not be viewed as an acceptable reason for absence.

Sixth Form Dress Code

As you are already aware, Cheadle Hulme Sixth Form has a professional dress code. Students are expected to dress professionally at all times in school and on school trips. Full details can be found at the back of the handbook (Appendix A) and on our website <https://www.chhs.org.uk/sixth-form/dress-code/> Students will be clear about our expectations, and we expect that you will take responsibility for ensuring the Sixth Form's standards are maintained and that the Sixth Form is always represented at its best to the rest of the school and the local community. We expect all students to observe the code of professional dress even in warm weather. Any student who is inappropriately dressed will be asked to return home to change regardless of distance travelled. Identity lanyards are part of

the dress code and you are expected to wear your identity badge when on school premises in line with the school safeguarding policy.

Identity Badges

It is extremely important that all adults at Cheadle Hulme High School and Sixth Form are instantly recognisable as part of the school community. This is a legal requirement. To ensure this, we ask all staff, Sixth Form students and visitors to wear a photographic identity badge. You will be provided with a badge and lanyard at the start of the year. You will need your ID badge to access the Sixth Form building and the Study Centre. If you forget your badge, then you must see the Pastoral Heads of Sixth Form for a temporary one. You may also be asked to return home to collect it.

Behaviour and Conduct

As a senior member of an 11-18 school, you are an ambassador in the wider community and role model for younger students. We expect you to set the example and tone to the rest of the school in terms of behaviour, attendance, attitude and dress. Smoking and vaping are not permitted on site under any circumstances; items may be confiscated and sanctions will be imposed. We expect you to adhere to the terms of the Home School Agreement (Appendix B) and the Sixth Form Learning Contract (Appendix C).

Leaving the Site

You may leave the site if you wish to buy your lunch locally at breaktime or lunchtime. You must sign out whenever leaving the site and sign back in on your return.

Vehicles

For reasons of health and safety and space constraints, students are not permitted to bring their cars on to the school site. We would also strongly discourage you from driving to school and parking in the neighbourhood as parking space is limited in the area and residents are rightly concerned that they may be inconvenienced. You should not park on Woods Lane under any circumstances.

Working Digitally

Learning to work digitally is an important part of Sixth Form life. You are provided with access to Microsoft 365 and the MCAS StudentApp to help you with this whilst in Sixth Form. Microsoft 365 will enable you to send and receive emails (Outlook), write essays (Word), prepare presentations (PowerPoint), access shared resources (SharePoint) and store all your files (OneDrive) from any Internet connected device. At Cheadle Hulme High School and Sixth Form we provide all parents/carers with access to our portal called My Child at School (MCAS). This allows parents/carers to access important information about your attendance, achievements, timetable, set work etc. As a student you will be given access to the MCAS StudentApp which you can use to view your timetable, exam timetable, KASH reports and assigned set work. Details of how to access and use these services is provided at the beginning of Year 12.

Working digitally includes the professional use of email to communicate with staff and fellow students. Details of best practice regarding email use can be found in the appendix 'Effective Email Communication between Students and Staff' (Appendix D). Please ensure that checking your email Inbox is a part of your daily Sixth Form routine as often information required for the day, or week ahead is communicated digitally. The MCAS StudentApp will be used to show teacher-assigned set work and timetable changes so needs to be checked regularly too.

Students may use their own devices but Cheadle Hulme Sixth Form will not accept responsibility for any loss or damage. If it is required that students work digitally as part of their lessons, teachers will guide you as to their expectations in that environment. When working digitally, you must adhere to the Student Responsibility Agreement for ICT. All students agree to this each September when they first log on to the school network. The use of mobile phones is not allowed in the main school building. Sixth Form students are asked not to use digital technology when on any part of the school site beyond the Sixth Form building. Failure to adhere to this will result in the item being confiscated. Mobile phones **are not allowed** during form time.

Sixth Form Academic Enhancement and Aspiration

Life After Laurus

The Life After Laurus programme will provide you with opportunities to develop skills which are highly valued by universities. If you aspire to attend a prestigious university or get a top job, then you'll need to commit to developing these skills and more. You'll have space on your timetable for independent study, but it's not enough to have top A Level grades. We don't just want you to be successful in our Sixth Form, we want you to be successful when you leave us. We want you to be able to compete against the best – because we believe you are the best. There will be a comprehensive package of timetabled activities, workshops and events. You will also be able to attend additional supplementary activities at other times of the year. Examples of the various activities, workshops and events are:



- Career briefings (e.g., from law firms, medical practices, accountancy companies, engineering firms and other professions you might be interested in)
- Careers advice
- Visiting speakers from universities
- Work Experience
- Selecting an appropriate university and course
- Degree Apprenticeships
- Writing a personal statement
- Preparing for Oxbridge entrance
- Preparing for Medicine, Dentistry and Veterinary Science entrance
- Interview and presentation techniques
- Preparing for university life
- Student finance

As Life After Laurus suggests, once you are a Laureate, you will always be a Laureate. Our alumni network, the Old Laureates, is a way for you to stay connected with other Old Laureates (and us!) at every stage of your future career.

Academic Skills

The ability to engage in academic conversation beyond our taught experiences is essential. We want to nurture your curiosity so that you ask pertinent questions that expand your knowledge and understanding across many disciplines. We provide a structured programme of academic skills, including critical thinking, research, essay writing and referencing to ensure you succeed at A Level and you are well prepared for university.

Careers, Universities and Academic Aspiration

New career opportunities are becoming available all of the time. It is true that the job you eventually do might not even exist yet! Therefore, we think that it is imperative that you hear from a broad range of industry experts about working in a given industry and the potential routes into these places of work. Through workshops, presentations and our Laurus Launchpad sessions you will hear the stories and advice from these industry leaders. Our Old Laureates will also share insights and experiences from their academic and career journeys and you will also hear from representatives from different academic institutions.

Personal Development

As part of your Sixth Form provision, you will attend Personal, Social, Health and Economic (PSHE) sessions which cover those wider life and social inclusion issues that all of us come across. These sessions will ensure that you become socially intelligent members of our community and wider society.

Laurus Launchpad

Once a week, all students have a 'Laurus Launchpad' unit together. This programme covers personal development topics, skills, and your Life After Laurus, and exists to empower you with the knowledge of how to thrive in the wider society both now and in the future.

The Electives Programme

The Electives programme provides enrichment opportunities across all the Cornerstones (Academic Aspiration, Culture, Creativity and Rhetoric, Leadership and Service and Physical Endeavour).

Included in the Electives programme are extra-curricular activities which will provide you with invaluable experiences and help to develop your confidence and wider knowledge. Our popular Electives include –

- The Extended Project Qualification (EPQ)
- Medicine, Dentistry and Veterinary Science Elective
- Music Elective
- Oxbridge Elective
- Beginners Languages

All students also have the opportunity to take part in a PE elective as part of the Electives programme.

EPQ/Medics/Oxbridge/Degree Apprenticeships

EPQ

The Extended Project Qualification (EPQ) is an independent research project on a topic of your choice. It will be a project that lasts for the entirety of Year 12 and you will be given an EPQ supervisor to support you through the process. Lots of universities look very favourably on the EPQ with some universities reducing their offers if a student achieves a good grade in their EPQ. All Year 12 students are offered the opportunity to do the EPQ and it is an Elective that we endorse.

Medics

The Medics Elective, which is offered throughout Year 12 covers all the information that you will need if you are thinking about applying to university to study Medicine, Dentistry or Veterinary Science. You will look in detail at the different types of courses on offer, admissions tests, ethics, volunteer work and work experience. You will also discuss medicine in the news. In addition, you will start to practise and prepare for university interviews. If you intend to apply for a place to study Dentistry, Medicine or Veterinary Science, you must try to gain as much appropriate work experience as you can. In addition to direct experience, it is advisable to become involved in the wider community in order to show that you can work with a wide range of people in a caring environment. For medics and dentists, work in a nursing home for the elderly or disabled, a nursery or even a charity shop is very valuable. Evidence of a sustained commitment will be essential and so you should avoid taking a part time job which prevents you from gaining experience which will ultimately be of far more value to you.

Oxbridge

The Oxbridge and Competitive University Entry Elective is also offered throughout Year 12. It is open to all students considering either Oxbridge or competitive courses. The initial focus will be on super-curricular study and academic conversation. As the Elective progresses you will look at the application process in detail and begin to work on personal statements. You will also begin to practise the skills sought in the Oxbridge interview process, and prepare for success at a highly competitive university.

Degree Apprenticeships

A Degree Apprenticeship gives you the opportunity to gain a paid-for degree while getting industry experience and earning a salary. Over the past few years, the number of companies offering Degree Apprenticeships has expanded substantially but these are very competitive opportunities. To support our students' applications, we guide you through industry mapping, writing CVs and covering letters and interview preparation. We also engage with our alumni who have gone on to complete a Degree Apprenticeship to come into Sixth Form and give you further insights.

Apertura

Taking its name from Latin, meaning “opportunities about to open”, Apertura is a Laurus super-curricular programme designed to expose you to academic dialogue and independent research in preparation for applications to the world’s leading universities including the Russell Group.



Through lectures from visiting academics, small group supervisions and independent research, you will be widely engaged in academic thought and conversation. The programme of study is broad and is designed to afford freedom for you, your lecturers and supervisors. You will encounter and investigate a variety of topics taken from different subjects.

You will be supported through the programme in other areas too, to build your confidence and resilience and ensure your wellbeing.

Work Experience

All Year 12 students arrange and complete a period of work experience in the Spring Term, and you should start to plan for this from the start of Year 12. If you are intending to study Medicine, Dentistry or Veterinary Science, you are strongly advised to undertake regular volunteering from the beginning of Year 12.

Open Day Visits

You are encouraged to attend University Open Days, up to a maximum of three on weekdays during school time. (Most universities now have Open Days at the weekend). You must complete an Absence Request Form; have it approved by parents/carers and your subject teachers and submit it to Sixth Form Reception at least three days before the visit takes place. Failure to submit this form will result in the absence being unauthorised.

Sixth Form Progress and Success

Heads of KS5

Academic study should be the primary focus of all students during their time at Cheadle Hulme Sixth Form. Alongside the vast array of subject-specific knowledge and skills that you will have to learn you will also need to develop academic study skills in order to be successful. The essential elements of successful independent study will be outlined during Laurus Launchpad sessions, and you will be supported to develop these skills through a range of connected activities.

To ensure that you are working to your full potential the Sixth Form team will monitor all aspects of your academic progress. Heads of KS5 will work in conjunction with subject teachers to identify students who may require additional academic support. Progress conversations will be arranged to establish the best supportive approach for each individual. You are welcome to contact the Heads of KS5 at any stage if you wish to arrange a discussion about any aspect of your Sixth Form studies.

K.A.S.H. Monitoring and Target Setting

Knowledge, Attitudes, Skills and Habits could also be viewed as 'Cornerstones'. Each is an essential (and equally important) component of what you, as an individual, bring to your studies and eventually your working life. In Year 12, the Life After Laurus programme will include some workshops designed to help you to work out where your strengths lie and what areas you might need to develop. When we report on your progress towards your targets (see below), we will also report on how you are developing KASH in each of your subjects.

At Cheadle Hulme Sixth Form every student is given a target for each subject. These targets are informed by your overall performance at GCSE and by your performance in specific areas which link to your chosen A Levels.

We expect the very highest of standards in terms of academic achievement and as such set challenging aspirational targets. You will be assessed against these targets regularly throughout your time with us.

Your performance in assessments, assignments, class-based work and prior attainment will be used to determine your predicted grades for use on your UCAS application. Your progress will be monitored on a regular basis with your Form Tutor being your first point of contact.

Changing Subjects

Most students will study three subjects at the start of Year 12.

It may be that, early in Year 12, you decide that one of your subjects was not a good choice for you. If this is the case, you must discuss this in the first instance with your subject teacher. If you then decide that you want to change from one subject to another, you must inform the Director of Sixth Form so that we can check:

- That you have met the subject entry requirements for the new subject
- The new subject fits into your timetable
- There is a space in the group
- You will cope with the new subject (in order to establish this, we will arrange a meeting with the teacher(s) of the subject you have selected at which you and they can ask questions and establish whether or not it is the right choice for you).

If everyone is in agreement that the new subject is an appropriate choice, then we will ask you to complete a form to be signed by your parents/carers.

You will not be allowed to change a subject after October half term. Doing this would generate a great deal of catch-up work and would compromise your performance in your new subject.

Examinations

Internal examinations will take place at the end of Year 12. We expect you, at the end of Year 12, to be working at least at Grade C or above in order to be able to access the most competitive courses at competitive universities when university applications are made in the Autumn Term of Year 13. You will also have a formal assessment in each subject in January of Year 12 and mock examinations take place in March of Year 13. In the Summer term of Year 12, Further Mathematics students will be entered for the AS examination and Core Mathematics students will be entered for the Level 3 Certificate.

Employment and Part Time Jobs

We know that many of you will have a part time job at the weekend or during holiday times, but it is extremely important that you do not prioritise work above your Sixth Form studies and your results. You should also think very carefully about whether or not your weekend or holiday work may be preventing you from undertaking voluntary work experience which would greatly enhance your chances of studying a particular subject at university.

Our advice is that you should not be working for more than 8 hours per week in a part time job.

Asking for help

During your time in Sixth Form, you will have access to a wide range of academic and pastoral support; we will endeavour to support you not just as a student, but as a young person too. We will continue to help you throughout your Sixth Form journey and will provide the highest level of care and guidance as you prepare for life beyond Sixth Form. Whatever your area of need, help and support are always available from the Sixth Form team and the wider school community. **Please ask for help if you need it.**

Appendix

- A. Sixth Form Dress Code
- B. Home School Agreement
- C. Sixth Form Learning Contract
- D. Effective Email Communication between Students and Staff

Sixth Form Dress Code

Professional Dress

Cheadle Hulme Sixth Form has a professional dress code. Students are expected to dress professionally at all times in school and on school trips. For some trips, students will be permitted to wear non-professional dress.



Identify lanyards

Identity lanyards are considered to be part of professional dress. Students are expected to wear their identity badges when on school premises in line with the school safeguarding policy (this can be found on the [policy](#) page of the website).

Lost or damaged lanyards will need to be replaced at a minimum cost of £2.

Required

The following professional dress should be worn at all times:

- Smart skirt, dress or trousers*
- Smart shirt, polo shirt or top
- Suitable formal footwear
- Identity lanyard

Hair colour should be of a natural shade.

**Skirts and dresses must be of an appropriate length for a professional work environment*

Optional

The following professional dress may be worn:

- Smart jacket
- Smart jumper or cardigan
- Outdoor coats*

Discreet jewellery is allowed.

Outdoor coats may be worn when appropriate, **these should be removed inside school buildings.*

Not Acceptable

The following clothing items are not acceptable:

- Jeans or denim / leather clothing
- Short / crop tops
- Vest tops, strappy tops and bare shoulders
- Hoodies
- Leggings, joggers or other casual style trousers
- Trainers, casual shoes such as UGG-style boots or other unsuitable footwear (e.g. flip flops)
- Clothing with slogans or large logos

Students should ensure they have **no visible tattoos**.

Students who do not meet the standards **will be sent home to amend their dress**.

Our Expectations

Students will be clear about these expectations and we expect that they will take responsibility for ensuring the Sixth Form's standards are maintained and that the Sixth Form is represented at its best to the rest of the school and the local community at all times.

Students who do not meet the standards will be sent home to amend their dress. Failure to do so may result in being denied access to lessons for the day. Further incidences will result in the student being asked to remain at home pending a meeting with parents/carers. A student will be denied access to a school trip if they are not in the correct professional dress.

If students or parents/carers are in any doubt about suitable items, they should contact the Sixth Form before purchasing.

Financial support is available for those eligible for the 16-19 student bursary (for further details visit [Sixth Form - Financial Support - Cheadle Hulme High School \(chhs.org.uk\)](#)).



Laurus Trust Secondary Schools

Student Home School Agreement

This agreement sets out what the School, the Student and Parent/Carers will do to ensure that you have the opportunity to achieve the highest possible educational standards and benefits from the opportunities available at your school. By acknowledging that you have read and understood this agreement you will indicate that you agree to support this partnership with your parents/carers and the staff at your school.

The Staff and Governors of your school will:

- Provide a broad, balanced and flexible curriculum which will challenge you to achieve your potential;
- Ensure that teaching addresses your needs, progress will be regularly checked and where additional needs are identified these will be quickly addressed;
- Insist on high standards of behaviour and respect for other people and the environment;
- Ensure that through our pastoral system your welfare is paramount and that appropriate communication is made where we have concerns;
- Provide a safe and secure environment at school;
- Provide many opportunities, including sport and cultural activities, for you to succeed;
- Reward you for success in the many different areas of school life;
- Provide a report of progress each term which will include information about attainment, effort, attendance and assessment results;
- Arrange one meeting a year for discussion between parents/carers and teachers regarding the progress being made;
- Adhere to and follow Local Authority Safeguarding Procedures

AGREEMENT

The Student

I agree to:

- Behave well in class and not disrupt the learning of other students;
- Accept sanctions issued, including detentions;
- Actively engage in all aspects of school life to maximise my learning;
- Behave in an appropriate manner at all times during the school day, including the journeys to and from school;
- Arrive at school and all lessons on time;
- Aim for 100% attendance;
- Wear full school uniform correctly;
- Bring all the equipment I need each day;
- Complete all my class work and Preparation, Practice and Retrieval (PP& R) on time and to the best of my ability;
- Be polite and helpful to others both in face to face situations and via electronic communication;
- Respect the school environment.

Advice for Parents/Carers on Student Suspension/Exclusion from School

No Head of School likes to suspend a student from school, but there may be times when this is considered necessary. If your child has been suspended it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to suspend will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

The school will follow the local authority guidance on suspensions.

Fixed period suspension

A child who seriously breaches the School's Behaviour Policy can be suspended for a fixed period of time. Schools can suspend a child if:

- they have seriously breached the School's Behaviour Policy
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Your child cannot be given fixed period (non-permanent) suspensions which total more than 45 school days in any one school year.

We will make every effort to contact you on the day a suspension is given and follow up with a letter including information on:

- the period and reason for suspension;
- your duty during the first five days of any suspension to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carers or not;
- any arrangements made by us that apply from the sixth day of the suspension.

Permanent exclusions

The Head of School will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which a Head of School may decide to permanently exclude a student for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head of School's decision and you may meet with them to explain your views on the exclusion;
- if the governing body approves the exclusion, you can appeal to an independent appeal panel organised by the local authority;
- we must explain in a letter how to lodge an appeal;
- we will work in partnership with other Stockport schools to provide full time education for any student from the sixth day onwards until the suspension ends;
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Serious Incidents

Below is a list of incidents which could lead to suspension from school:

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Involvement with fireworks
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- It would be treated as a serious incident if any student inappropriately recorded/filmed any of the above incidents taking place
- Behaviour that causes great anxiety or upset to others (even if this was intended as a joke)

Please note this list is not exhaustive.

It should be noted that the school's behaviour policy and associated sanctions, including suspension, apply to all aspects of school life including extra-curricular activities and the journey to and from school.

Sixth Form Learning Contract

The Sixth Form Learning Contract outlines the expectations and responsibilities of everyone involved in post 16 education in the school. A reference copy can be found below:-

Cheadle Hulme Sixth Form Learning Contract

The Sixth Form Learning Contract is an opportunity to remind all the stakeholders in a student's education what their individual and collective responsibilities are (the stakeholders being ourselves/ the school, parents/carers and the students themselves). It is essential that everyone does their best to ensure their responsibilities are met; this will enable every student to develop to their full potential, both academically and as young adults.

Name of Student: _____

Parents/Carers: I/we will:

- Discuss with my child their work in school, providing support as necessary and appropriate.
- Keep in contact with school concerning my child's progress and welfare and keep the school informed of all relevant and current issues which may impact on progress/welfare.
- Support the school with regard to its policies on dress code, punctuality, attendance in Sixth Form and to lessons and the electives programme, and engagement with the Life After Laurus programme.
- Encourage my child to take part in wider Sixth Form life through Apertura, trips/visits and Societies
- Not take family holidays during term time.
- Encourage personal responsibility and learning independence.
- Acknowledge and understand that the school will follow Local Authority directions regarding matters of safeguarding.
- Acknowledge and adhere to the points set out in the Laurus Trust's Home School Agreement.

School: We will:

- Provide, through outstanding teaching, appropriate opportunities for students to develop further their knowledge and skills and to fulfil their academic potential.
- Provide guidance about course options.
- Provide opportunities for students to contribute to the life of the school as a whole.
- Provide enrichment opportunities.
- Provide a safe and secure learning environment.
- Listen, and respond appropriately, to the 'student voice' – particularly via the House Leaders and Sixth Form Cabinet.
- Provide support and guidance in relation to progression beyond the Sixth Form into higher education, work-based training or employment.
- Ensure the Sixth Form team provide a service which is supportive of a student's academic progress and personal welfare, providing access to additional outside support and relevant agencies where appropriate.
- Adhere to and follow Local Authority Safeguarding Procedures.

Student: I will:

- Exercise personal responsibility and work co-operatively with staff in pursuit of a positive Sixth Form culture.
- Observe and abide by the requirements of the Sixth Form dress code.
- Wear an identity badge at all times around school.
- Contribute to the 'life' of the school as a whole.
- Accept the need to act as an appropriate role model for students in Years 7 to 11.
- Attend form time and assemblies as required.
- Be an active part of the student body and take part in activities such as Apertura and Clubs and Societies.
- Attend all lessons unless there is a genuine reason for absence.
- Meet all deadlines for work set.
- Not take annual holidays (including music festivals) during term time.
- Keep a sensible limit on the amount of time spent on part-time employment.
- Inform Sixth Form of absence by completing an Absence Request Form.
- Be prepared to use study periods to undertake private study.
- Use the Study Centre and other private study facilities in an appropriate manner.
- Treat the premises with respect.
- Be respectful of the rights of local residents, in respect of litter and noise and parking near school.
- Follow general Sixth Form rules and procedures.
- Work hard to achieve my potential.
- Acknowledge and adhere to the points set out in the Laurus Trust's Home School Agreement.

Persistent failure on the part of a student to comply with the learning contract in areas which are having a detrimental effect on the learning of the student (or other students) or which conflict with the ethos and culture of our Sixth Form will be dealt with in accordance with the Behaviour Policy, available on the school website.

Signed: Parent/Carer

Signed: Student

Signed: Director of Sixth Form

Cheadle Hulme Sixth Form Effective Email Communication between Students and Staff

In order to promote professionalism, effective and efficient working practice, a effective email communication is vital. This will also prepare you for the world of work.

These guidelines are intended to assist students in the attainment and maintenance of the high standards of professionalism for which CHSF is known.

Electronic communication should be:

- ✓ **Precise**
- ✓ **Respectful**
- ✓ **Appropriate**

There should be no scope for misunderstanding. The bullet points below form the basic principles to which you should adhere:

When and why to send an email

As a general principle, email should not be used as a substitute for face-to-face communication.

- Is email the most appropriate form of communication?
- Is the email necessary?
- Are you sending the email to the most appropriate group or individual?
- Rather than email a member of staff, can the information be found elsewhere, e.g., a website?

Sending an email and email content

- Use proper spelling, punctuation and grammar.
- Avoid the use of 'text speak'.
- Use an appropriate greeting: 'Hi', 'Hello', 'Good morning/afternoon', and use the recipient's name.
- End the email in an appropriate manner, e.g. 'Best wishes' or 'Thanks'.
- Avoid less formal and more personal associations, e.g. kisses and smiley faces. If in doubt, it always better to be more formal!
- Consider the tone of the email especially if you are requesting help.
- Attach files where necessary.
- Use proper structure and layout, and include the message subject.
- Be concise and to the point.
- Do not write in CAPITALS.
- Do not send an email when annoyed.
- Do not use sarcasm, jokes, insulting or offensive remarks.
- Read the email before you send it and reconsider the tone, length and content.
- Do not use circulation lists if all recipients do not need to receive the email.

- Ask yourself whether you'd like to receive this email at this time.
- If in doubt, ask a member of staff to read the email draft before you send.
- Do not expect a response immediately or out of working hours.

Replying to an email

- Use the following functions carefully:
 - Reply to all
 - Delivery and read receipts
 - 'Urgent' and 'important'
- Is it appropriate to use 'cc.' (Carbon Copy)?
- Do not copy a message or attachment without permission. (GDPR Implications)
- Answer all questions and pre-empt further questions.
- Do not use email to discuss confidential information.
- Be careful when forwarding emails with a long thread - they may have inappropriate text further down which was not intended for the final recipient.
- Consider carefully whether an email requires a response, i.e., is only 'Thanks' required?

Email Etiquette

Remember:

- ✓ **Precise**
- ✓ **Respectful**
- ✓ **Appropriate**

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