



# YEAR 12 INFORMATION EVENING 2025



Dear Parents/Carers,

We are delighted to welcome your family to the Sixth Form at Waddesdon CE School.

In the Sixth Form, we see staff and parents/carers as active members of the 'support team' that help students to gain the maximum benefit of their time here, pastorally, academically and in terms of all of the other opportunities which are on offer.



Please keep this booklet in a safe place so you can refer to it, should you need to. We hope this booklet will give you all the information and advice you need, but please do not hesitate to contact a member of the Sixth Form Team should you require any further help.

We are very much looking forward to working with students in the Sixth Form, challenging and supporting them in this exciting and challenging stage of their education.

Yours sincerely

Ms Livesey  
Acting Head of Year 12

Ms McIver  
Head of Sixth Form

## HOW TO CONTACT US

The school telephone number is: 01296 651382

To report student absence: [absence@waddesdonschool.com](mailto:absence@waddesdonschool.com)

The school e-mail address: [office@waddesdonschool.com](mailto:office@waddesdonschool.com)



## THE SIXTH FORM TEAM

Head of Sixth Form/Assistant Headteacher  
Acting Head of Year 12  
Head of Year 13  
Sixth Form Student Support Officer  
Sixth Form Administrator  
LSA Keyworker

Ms McIver  
Ms Livesey (for Miss Aldridge)  
Miss Popat  
Mrs Hay  
Mrs Long  
Mrs Makepeace

Form tutors:  
Mrs D'Souza – 12SDS  
Miss Clarke – 12JCL  
Mrs Talbot & Mrs Hay – 12ETA

Mr Petty – 12JP  
Mrs Laird & Ms Haggerty – 12ELA  
Mrs Tilley – 12ETi



## SIXTH FORM CALENDAR 2025/26

We have included key dates in the Sixth Form calendar for you below and all school dates can be found on the school website. We have included dates for Year 13 events to give you the shape of the two years.

Date	Event
<b>TERM 1 September/October</b>	
Friday 5 <sup>th</sup> September	Year 12 Induction Day
Monday 8 <sup>th</sup> September	Term begins for Year 13
Wednesday 17 <sup>th</sup> September	Year 12 Parent/Carer Information Evening
Week of 29 <sup>th</sup> September	Year 12 MEG Setting Week Year 13 Snapshot Assessment Week to help confirm Predicted Grades
Week of 6 <sup>th</sup> October	Confirmation of Year 13 Predicted Grade for university/post 18 applications
<b>TERM 2 November/December</b>	
Week of 20 <sup>th</sup> October	Year 12 Organisation and Folder Check Week
Thursday 6 <sup>th</sup> November	Year 12 Visit to the University and Apprenticeship Fair
Wednesday 12 <sup>th</sup> November	Report #1 issued to students
Thursday 18 <sup>th</sup> December	Former Year 13s collect A level Certificates
Friday 19 <sup>th</sup> December	Internal deadline for sending off UCAS applications
<b>TERM 3 January/February</b>	
From 8 <sup>th</sup> January	Year 13 Mock Week (Auditorium)
Wednesday 11 <sup>th</sup> February	Report #2 issued to students
Thursday 12 <sup>th</sup> February	Year 13 Parents' Consultation Evening
<b>TERM 4 February/March</b>	
Thursday 26 <sup>th</sup> February	Year 12 Parents' Consultation Evening (in school hall) 3:45-5:15pm & 5:45-7:30pm
Thursday 26 <sup>th</sup> March	Report #3 issued to Year 13 students
<b>TERM 5 April/May</b>	
Week of 27 <sup>th</sup> April	Year 12 Predicted Grade Exams begin
Friday 8 <sup>th</sup> May	Year 13 Leavers' Day and Ball, followed by Study Leave for A level Exams
<b>TERM 6 June/July</b>	
Thursday 18 <sup>th</sup> June	Life after Waddesdon Evening
Thursday 2 <sup>nd</sup> and Friday 3 <sup>rd</sup> July	Year 12 Work Experience Days
Monday 20 <sup>th</sup> July	Final Report issued to students
<b>SUMMER</b>	
Mid-August TBC	A level Results' Day – it is a good idea to be available to come into school on this day for support if needed.

## PROGRAMMES OF STUDY AND EXPECTATIONS

### Academic Programmes of Study

- Year 12 students take 3 A level or equivalent courses, which they generally carry on into Year 13; 4 A level courses can be taken after discussion with the Head of Sixth Form but this is unusual. Students have 9 taught lessons per fortnight in each subject.
- In Year 12, students also have a weekly Extension Studies lesson and an Enrichment lesson during Wednesday period 5, to improve their wider knowledge and skills.
- Students also have daily registration with their form tutor and an assembly.
- If a student did not achieve a 4 in GCSE English or Maths, they are required to resit these.

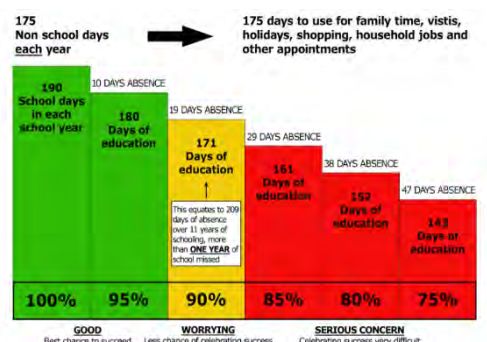


### Attitude and Effort

- A positive, hardworking attitude is essential to do well at A level; perseverance and determination are key characteristics of good A level students. Students must be much more independent in their approach to their studies, but in the knowledge that they can always seek support from their teachers, if needed.
- As well as timetabled lessons, students also have 'study periods'. In Year 12, we supervise some study periods in the Restaurant, building in some collaboration hours to help them make the best start to their studies. In Year 13, students can opt to work in the Library, Study Centre or Common Room. We hope to move to the new Sixth Form building in the Spring.
- On top of their timetabled lessons, students should be completing 5 hours of independent work per subject each week, including homework, extra reading and revision.

### Attendance and Punctuality

- Students should aim to have at least a 95% attendance record. If a student is unwell or absent for any other reason, please contact the school by e-mail ([absence@waddesdonschool.com](mailto:absence@waddesdonschool.com)).
- We monitor punctuality to school closely and students are required to make up any late time in their breaks or after school. If we are concerned by a student's attendance or punctuality, we will contact you to put a support plan in place.
- Students are expected to be in school every day and remain on site from 8.30am until 3.10pm, unless they have permission to leave from a staff member, are using a Golden Ticket or have a designated Home Study in Year 13.



### Appearance

- Sixth Form students are required to wear business dress. See page 6.

### Atmosphere

- As the oldest students in the school, Sixth Form students act as role models for younger students and their behaviour must be exemplary at all times. We talk to students about 'Leading the Waddesdon Way' and many students take on formal leadership positions. There is very much a team ethos in the Sixth Form where students and staff support each other. The students talk about the 'Sixth Form family', the big brothers and sisters of our school community.

## EXAMPLE STUDENT TIMETABLE

Lesson	1	2	3	4	5
<b>AMon</b>			Psychology AGe C11	History AMC C17	History RB C17
<b>ATue</b>		History RB C17	Psychology JRB C11		English Lit SC C13
<b>AWed</b>	Extension Studies	English Lit VC C16		History RB C17	Enrichment AMC
<b>AThu</b>		English Lit SC C13	Psychology AGe C11		
<b>AFri</b>	English Lit SC R3			Psychology AGe C11	
<b>BMon</b>			Psychology AGe C11	History AMC C17	History RB C18
<b>BTue</b>		History RB C17	Psychology JRB C11	Psychology AGE C11	English Lit SC C13
<b>BWed</b>	Extension Studies	English Lit VC C16		History RB C17	Enrichment AMc
<b>BThu</b>		English Lit SC C13	Psychology AGe C11	History RB C17	
<b>BFri</b>	English Lit VC R3		English Lit VC R3	Psychology AGe C11	



Blank lessons are Study Periods, which are used to complete homework and then independent work. Year 12 students work in 'Focus' and they are supervised by staff for many sessions. They may use mobile phones to work during study periods and in designated Sixth Form areas at break times; if phones are seen elsewhere around the school site, they are confiscated and held until the end of the day on the first occasion. We write home and then follow the whole school policy.

## WADDESDON SIXTH FORM CONTRACT 2025-2027

This outlines your commitments as a student while you are in the Sixth Form at Waddesdon CE School. It also outlines expectations for study periods after Year 13 leave and lunchtime in the village, once these privileges are authorised.



The school will provide the necessary teaching and support to enable you to achieve academic success. In addition, pastoral support, careers advice and a range of enrichment opportunities will be made available. As a Sixth Form student, you are expected to have a **responsible attitude towards the school and your studies.** We expect:

- Dignified, respectful behaviour at all times, in interactions with each other and with staff
- Punctual attendance at registration periods and timetabled lessons
- A certified attendance record of at least 90%. This is a pre-requirement for examination entrance. Parents/Carers will be advised on a termly basis if attendance falls below this level
- Constructive use of study and non-directed time; Year 12 study periods are spent in 'Focus' in the Sixth Form Building unless you have permission to work elsewhere
- Students to set an example to younger students and to demonstrate a commitment to the community
- Meeting all published deadlines. Students must submit work of a standard acceptable to subject teacher within the published deadlines. Learning progress will be assessed on completion of relevant coursework; this should be submitted on time, to an acceptable standard, with no plagiarism.
- Students to remain on school premises from 8.30am to 3.10pm, unless using a Golden Ticket or on pre-agreed home study in Year 13. If a medical appointment cannot be arranged for after school, a note or email must be received from home to authorise this. Driving lessons must not be made during the school day.
- Students to sign in (if arriving late) or sign out (if leaving early with permission).

Following the departure of Year 13, students will have access to different areas in **study periods** and the choice of where to study, as long as they are keeping up with homework and meeting deadlines. We expect students to:

- Work in the Sixth Form Building or a supervised IT room when this is available. If Music, Art, Graphics and Photography students are working in these subject areas, Mrs Long must be alerted to this.
- Sign in with Mrs Long period 3 if on a study period, by lining up outside the Sixth Form Building.
- Work constructively and silently in the Library and Focus rooms or collaboratively in 'The Sixth Café', 'Collaborate', 'Innovate' or the Auditorium.
- Leave all areas tidy at the end of each study period. If anything is accidentally broken, a member of staff must be alerted.

When students are allowed into the **village for lunchtime**, we expect students to:

- Sign out on the gate with a member of staff and then sign back in again on arrival back in school
- Be back at school promptly by 11.40am at the latest.
- Be on foot at all times (not in cars or on public transport).
- Behave with dignity and respect at all times.
- Not use the park or field in front of school/the Primary School.

If the following expectations are not met for study periods and lunchtime in the village, these privileges will be suspended.

As a member of the Waddesdon Sixth Form, students are expected to maintain a high standard of personal presentation by observing the Sixth Form Dress Code. For young men, this means wearing a suit with a shirt and tie. For young woman, this means wearing a suit jacket, with a smart dress, trousers or skirt. Skirts and dresses must be an appropriate length and style for school as deemed by the Head of Sixth Form. Young men may grow facial hair if it is kept neatly trimmed. Students who have a nose piercing may wear a small, plain silver or gold stud. Hair must be a natural colour.

I have read, understand and accept the terms of the contract. Signatures required on original.

**Further details about the School's Behaviour Policy can be found in the Parents' Handbook.**



## BUSINESS DRESS

We are regularly approached by local employers to ask if our Year 13 students are interested in applying for local apprenticeships and employment opportunities due to the professional ethos and appearance of our Sixth Form students. We know that business dress can be a challenge and is open to interpretation, so we hope the following details are useful:

**As a member of the Waddesdon Sixth Form, students are expected to maintain a high standard of personal presentation by observing the Sixth Form Dress Code.**

	What is permitted	What is not allowed
<b>Students should wear a suit with a shirt and tie, or a smart dress, trousers or skirt. Skirts and dresses must be an appropriate length and style for school as deemed by the Head of Sixth Form.</b>	<ul style="list-style-type: none"> <li>• Tailored suit jacket and trousers</li> <li>• Waistcoat</li> <li>• Long-sleeved or short-sleeved collared shirt, one colour or patterned</li> <li>• Tie or bow tie, one colour or patterned</li> <li>• V-neck/round neck fine knitted style jumper so tie is visible</li> <li>• Formal shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Jeans/skinny jeans</li> <li>• Cords</li> <li>• Polo shirts</li> <li>• T-shirts (unless under shirt)</li> <li>• Sweatshirts/hoodies</li> <li>• Jumpers with big logos</li> <li>• Trainers</li> <li>• Boots</li> </ul>
	<ul style="list-style-type: none"> <li>• Tailored suit jacket, with arms</li> <li>• Smart dress, one colour or patterned</li> <li>• Smart trousers, one colour or patterned</li> <li>• Smart skirt, one colour or patterned</li> <li>• Shirt or smart top, one colour or patterned</li> <li>• Formal shoes</li> <li>• Nail polish of any colour and discreet make-up</li> </ul>	<ul style="list-style-type: none"> <li>• Jeans/skinny jeans /leggings</li> <li>• Strappy dresses or tops</li> <li>• Crop tops</li> <li>• Skirts/dresses must not be too short or tight</li> <li>• Denim or leather skirts</li> <li>• Sweatshirts/hoodies</li> <li>• T-shirts (long or short sleeved)</li> <li>• Trainers</li> <li>• Boots</li> </ul>

**Young men may grow facial hair as long as it is kept neatly trimmed. Students who have a nose piercing may wear a small, plain silver or gold stud. Hair must be a natural colour.**



High Street stores which have reasonably priced business wear sections include: New Look, H&M; Primark, Next, Zara and M&S.

If students aren't sure if an item of clothing is suitable for school, we are very happy to have a look at the item before it is worn or see a picture of it online before it is purchased.



## MONITORING PROGRESS IN THE SIXTH FORM

Teachers complete reports about the attitude and progress of students three times a year. These reports are given to students on the following dates:

12<sup>th</sup> November 2025

11<sup>th</sup> February 2026

20<sup>th</sup> July 2026

Students receive a grade 1 to 6 for their 'Attitude to Learning' with 1 as the most positive. We expect Sixth Form students to achieve no less than a 3.

In the first term, during Minimum Expected Grade (MEG) Setting Week, subject teachers and students decide on an expected grade which is the **minimum** the student is aiming to achieve by the end of Year 13. This expected grade is based on the data we have on the student's prior attainment and the teacher's professional judgement, projected against the top 20% of schools. Our challenge to each student is to beat their minimum expected grade!

The Minimum Expected Grade is noted on the report and teachers report if the student is on target to achieve it, with green denoting on target and red denoting that the student is not on target.

If a student achieves all 1s and 2s for their Attitude to Learning and is on target in all of their subjects they receive a 'Golden Ticket' allowing them to come to school an hour late or leave an hour early on a day of their choice.

If a student receives below 3 for their Attitude to Learning or a red for progress, they have a discussion with their subject teacher to review the issues and set targets for improvement.

If this is the case in more than one subject, the student's tutor or a member of the Sixth Form Team offers additional support and contact is made home.

Please note that it is not unusual for Year 12 students to receive an Attitude to Learning score of 1 to 3 but receive a red for their progress, particularly towards the beginning of Year 12. This means the student is working hard and has a positive attitude, but is just taking a little bit longer to make the transition from GCSE to A level. This is perfectly normal due to the challenging nature of A level subjects.

Another measure of students' progress is the results of Year 12 Predicted Grade Exam Week in May.

We hold our Year 12 Parent/Carer Consultation Evening in the Spring each year, which is a further opportunity to reflect on progress in discussion with teachers.

If you have any concerns about your son/daughter's progress, please contact his/her subject teacher or form tutor in the first instance.



## ACADEMIC AND PASTORAL SUPPORT IN THE SIXTH FORM

Sixth Form can be challenging academically and personally for students; at Waddeson, there is plenty of support on offer:



**FORM TUTORS:** Students are all members of a tutor group, led by a form tutor. Form tutors meet with students every morning for registration. Form tutors also mentor students individually or in small groups once a term for more personalised support. Form tutors also monitor the academic progress and pastoral well-being of their tutees as well as supporting students with their post 18 options. Form tutors are usually the first port of call for parents who wish to discuss their son/daughter and any concerns.

**SIXTH FORM TEAM:** Ms McIver, Miss Popat, Miss Aldridge and Ms Livesey have overall responsibility for students in the Sixth Form. They monitor students' academic progress, behaviour, attendance and punctuality, pastoral wellbeing, student leadership, post 18 options support and social activities. Students who are causing concern are monitored carefully and supported as necessary. The Sixth Form Student Support Officer, Miss Hay, is available to advise students and offer support. The Sixth Form Administrator, Mrs Long, is there to help students with any information they need and will likely be the first person you speak to if you phone the school.

**SUBJECT TEACHERS:** Students are likely to have at least two teachers per subject that they study. Teachers are available to support students in lessons and often at break and after school if students need additional help.

**LSA KEYWORKER SUPPORT:** Students with SEND in Sixth Form are supported by Mrs Makepeace in our Enrichment Department. Mrs Branton is our SENDCO.

**CAREERS CO-ORDINATOR:** Students can make appointments to see Mrs Bridges in the Sixth Form Building to discuss any aspect of their post 18 options and future careers as well as help accessing other outside support agencies.

**LIBRARIAN:** The school librarian, Mrs Stiano, is available to support students with obtaining additional resources to support their studies.

**YEAR 13 STUDENTS:** Year 13 students are an excellent source of support as they have most recently been through Year 12.

**IT SUPPORT:** Mr Purchase and Mr Green are available in the IT department to support students with their laptops and school computers, as well as help with technical support for assemblies. ClassCharts is an online resource which all Sixth Form students have access to at home and school, where teachers set homework. They also post useful resources and links there to support students' independent learning.

**SCHOOL COUNSELLOR:** Occasionally, Sixth Form students find themselves in difficult times and need emotional support. This can be organised confidentially through the Sixth Form Team.

**MEDICAL OFFICERS:** Mrs Leach and Mr Hind on hand to support students with medical issues.

**EXAMS OFFICERS:** Mrs Thomas and Mrs Fell are available in the Finance Office to help students with their exam timetables, subject changes, and resit information.

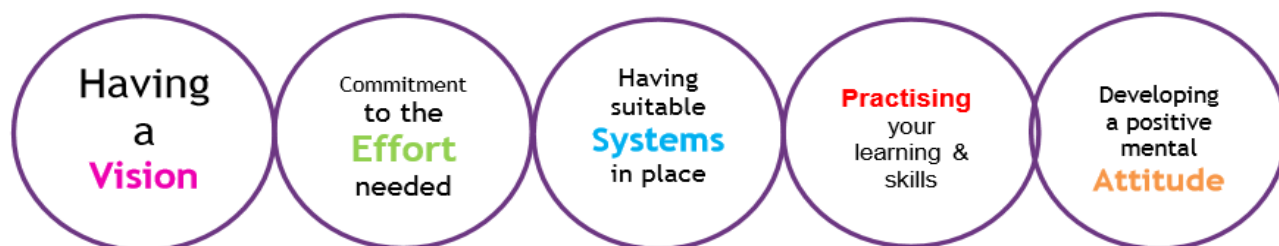
**SAFEGUARDING SUPPORT:** if a student is worried about safety, Mr Sturla is our Designated Safeguarding Lead, with Mrs Branton, Mrs Adams, Mrs Hay and Mrs McCann as Deputy Safeguarding Leads. All are available to discuss concerns and offer support when needed.

## INDEPENDENT LEARNING IN SIXTH FORM

The transition from GCSE to A level can be very challenging for students; therefore, in lessons and in Extension Studies, we provide plenty of study skills guidance for students about how they can be most successful in their learning.



The guiding principles from VESPA are useful for understanding how students can be successful in their studies:



In order to be successful in Sixth Form and achieve the highest grades possible, students need to invest significant hours to independent study. As a rule of thumb, students should match each hour-long lesson they have, with at least one hour of independent work.

During their independent study time, students should first complete their homework and any other work set by teachers. Once completed, students should then take time to consolidate their learning, perhaps completing some wider reading/viewing/listening recommended by teachers or creating condensed revision notes. Nearer exam time, students can use the time to memorise key information and then complete past paper practice questions.

Students can start their independent work in school during study periods, but they should also be working for at least a couple of hours at home every day Monday to Thursday and then for a part-day at the weekends.

If your son/daughter is struggling with what work to complete independently to take further responsibility for his/her learning, please do not hesitate to get in contact with us and we can support them with activities to complete.

Part-time employment hours should be kept to a minimum, so students have time to dedicate to their studies, but very importantly have enough time to relax and spend time with family and friends, to ensure a healthy balance.



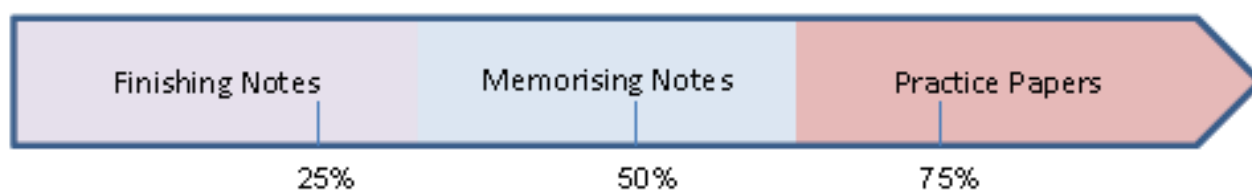
## SUPPORTING WITH REVISION AND EXAM PREPARATION FROM HOME

At Waddesdon, we use the following steps with students to underpin a successful revision programme: **plan; understand; condense; memorise/review; and practise.** Details are included below:

REVISION STEP	QUESTIONS WE ASK THE STUDENT TO CONSIDER	HOW YOU CAN SUPPORT FROM HOME IF YOUR SON/DAUGHTER IS STRUGGLING
<b>PLAN</b>	<ul style="list-style-type: none"> <li>✓ Are you able to put together an <b>effective revision timetable</b>?</li> <li>✓ Do you <b>chunk the content</b> down to make it manageable and stay motivated?</li> <li>✓ Do you plan in <b>breaks and rewards</b>?</li> </ul>	<p>Encourage a weekly routine (planners provided by school), with timetabled breaks and rewards.</p> <p>Use a school revision planner (or an online app e.g. <a href="https://www.mystudylife.com">https://www.mystudylife.com</a>) to write on exam dates and work backwards in terms of revision planning, using the syllabus to chunk down content to make it manageable.</p> <p>Help devise a daily checklist of small, achievable tasks to tick off as they go.</p>
<b>UNDERSTAND</b>	<ul style="list-style-type: none"> <li>✓ Are all of your class and homework <b>notes</b> up to date, complete and in order?</li> <li>✓ Have you gone through the syllabus/your work and used <b>'traffic lighting'</b>?</li> <li>✓ What have you done to improve your understanding of more <b>challenging topics</b>?</li> </ul>	<p>Encourage your son/daughter to go back through their class notes and check all work is fully completed and in order.</p> <p>Using the exam syllabus or titles of class/homework, get your son/daughter to traffic light their level of understanding – 'green' for understood fully, 'amber' for some questions, and 'red' for don't understand yet.</p> <p>For 'red' topics, encourage your son/daughter to go back to the textbook or recommended resources online to improve their understanding. If still struggling, ask teacher via Teams or in person.</p>
<b>CONDENSE</b>	<ul style="list-style-type: none"> <li>✓ Do you have a copy of the <b>syllabus</b> for each subject?</li> <li>✓ Do you use the <b>syllabus to structure</b> your condensed notes?</li> <li>✓ How effective is your <b>strategy</b> for creating condensed revision notes?</li> </ul>	<p>Encourage your son/daughter to use either mindmaps (<a href="https://www.youtube.com/watch?v=Y1HJMuqAPY">https://www.youtube.com/watch?v=Y1HJMuqAPY</a>) or flashcards (<a href="https://www.bbc.co.uk/bitesize/articles/zr622nb">https://www.bbc.co.uk/bitesize/articles/zr622nb</a>) to condense their class work and homework, using the syllabus for subheadings. The exam board have to base exam questions on the syllabus, so that way they cover everything which can come up.</p> <p>Your son/daughter should focus on <i>key words</i> rather than copying out lots of info. The use of images and colours aid memory.</p>
<b>MEMORISE/REVIEW</b>	<ul style="list-style-type: none"> <li>✓ How effectively do you commit the key content into your <b>long term memory</b>?</li> <li>✓ Do you plan in revision time to <b>memorise key content</b>?</li> <li>✓ Do you plan in time to regularly <b>go back and re-test</b> yourself?</li> </ul>	<p>Talk to your son/daughter about how they memorise the key information. Do they use mnemonics, repetition, images, self-testing etc.?</p> <p>Once learned, do they go back to review it and check they still remember it? Could you use corrected class quizzes etc. to test your son/daughter aloud and then do a re-test a few days later for an improved score?</p>
<b>PRACTISE</b>	<ul style="list-style-type: none"> <li>✓ Do you know how to access <b>past paper questions</b> in each of your subjects?</li> <li>✓ Do you start with <b>open book</b> and then move to timed <b>closed book</b> practice?</li> <li>✓ Do you <b>assess</b> your past paper responses and know how to improve each time?</li> </ul>	<p>Once the above steps have been taken on a topic, is your son/daughter completing past paper questions to apply their knowledge and test their recall?</p> <p>Do they know how to access mark schemes and use these to mark their work – all publicly available online?</p> <p>If your son/daughter isn't confident on the topic or the question is challenging, it is good practice to have a go using the textbook to make notes and then write up in timed conditions.</p>



A top performing student's study profile will be split like this:



Where possible, we recommend students study at a table in a more public space at home (e.g. kitchen, dining room, office) and only in their bedrooms if you trust they are studying. For optimum revision conditions and brain productivity, students know the following are important:

- A clear desk, with no clutter – minimises distractions and keeps the brain focused.
- Quiet space, with no distractions (see below)
- Sitting up straight – if horizontal when revising, this tells the brain to go to sleep and it is much less receptive to information.
- Lots of light - straining your eyes is both draining and secondly, distracting.
- 60 second exercise breaks every 15-20 minutes when focus is waning – wakens up the brain and improves mental focus.
- Keep to a regular sleep pattern



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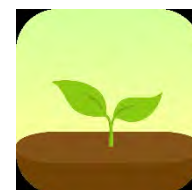


With smart phones and laptops, we know that it is very easy to become distracted through messaging friends, group chats, online games and social media apps. Sometimes these are beneficial if being used productively to help with studying. However, as a general rule, we recommend students either put their phones in another room and turn off messaging on their laptops while revising. Students have found the

following apps useful:



Cold Turkey - blocks selected apps and websites: <https://getcoldturkey.com/>  
Forest or Flora–helps focus for a specified time: <https://www.forestapp.cc/> or <https://flora.appfinca.com/> Sound Agency-music to aid concentration: <https://www.thesoundagency.com/blog/study-app/>

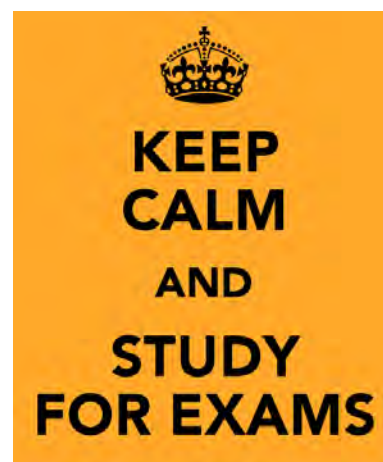


The build up to the exam period can be a stressful time for students. The following websites provide excellent sources of information for parents to support students with lots of different aspects of their mental health:

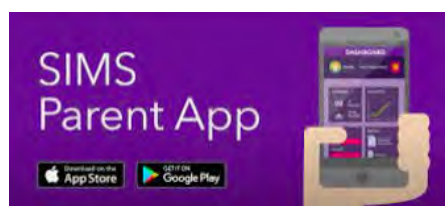
<https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>

<https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>

<https://www.themix.org.uk/>



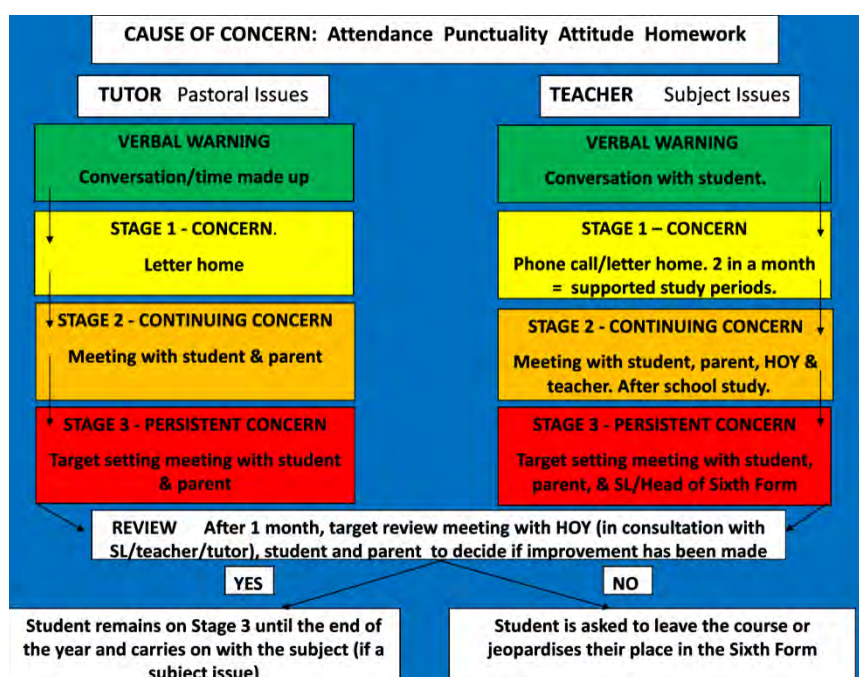
## SIXTH FORM BEHAVIOUR



The SIMS Parent App is a good way to keep track of how your son/daughter is behaving in school on a daily basis. A letter has been sent home to explain how to download this and set it up.

You will get regular snapshot updates on behaviour (positives and any areas of concern) as well as a weekly update about attendance.

If your son/daughter's form tutor or subject teacher is more concerned about any aspect of his/her education, they will speak to your son/daughter in the first instance and record this as a verbal warning on our internal tracking system, offering individual support, if needed. Heads of Year monitor these records and talk to students to offer support too, if a pattern is emerging across subjects. In Sixth Form, this is usually enough to rectify the situation.



However, if concerns carry on, we follow the Stage Review System outlined below and a phone call will be made to you at home to alert you to the issue, again, with discussion about support, if needed. Should issues continue after that, we invite you into school for a meeting with the relevant staff to discuss the situation further and put in more formal support arrangements as noted above.

## FINANCIAL SUPPORT IN SIXTH FORM

There is a limited fund to support students who the government class as 'vulnerable' or who are from lower income families. This is based on individual financial needs and must be spent on specific school related resources and/or activities. There are also local sources of financial support. For our 16-19 Bursary Policy and further details, please see here and the letter we send home to all families in early September:

<https://www.waddesdonschool.com/16-19-bursary-funds/>

## OPPORTUNITIES IN THE SIXTH FORM AND THE EMPLOYABILITY AWARD

As well as academics, there are also lots of other opportunities for students to develop their personal skills and experiences.

All Year 12 students take part in an Extension Studies session every week. We organise for a wide range of guest speakers to come into talk to students about a wide range of issues including: drugs and alcohol, relationship and sex education, resilience, road safety, employability skills and careers education, study skills, global issues, financial well-being, mental health and wellbeing, and so on.

We strongly recommend all of our Year 12 students to complete one hour of **community service** per week. This could include:

- Volunteering in our local primary school or pre-school
- Becoming a Reading or Maths Mentor for lower school students
- Becoming a peer mediator for lower school students
- Volunteering at the Wednesday Club for the elderly in Waddesdon Village
- Volunteering as a Community Sports Leader (CSLA Award)
- Volunteering in the community in a project which a student finds for themselves

Students may complete this community service during Wednesday period 5 or during a study period or after school hours. If students decide not to use Wednesday period 5 for community service, they can use the time to take part in **sporting activities** organised by the PE department, **the EPQ, Young Enterprise and Debate Society**, among other activities.

There are several Sixth Form **sports teams** and Sixth Form students are always involved in school **musicals** and **drama productions** as well as school music groups.

In February of Year 12, students can also stand for a **leadership** position in the Sixth Form. We hold the Heads of School appointments first and then appoint our Prefects and Senior Prefects. Sixth Form students also deliver weekly assemblies to their year group and the whole school. Students can also sit on Student Leadership groups (Anti-Sexism, We need to Talk about Racism, Sustainability, Anti-Bullying, Pride and Charity/Fundraising) and apply for a Leadership Award in Year 13.

To recognise the skills students are developing through all of the activities on offer, we award eligible students an **Employability Award** at either bronze, silver or gold level at the end of Year 12.

The more opportunities and experiences students can have during their time in the Sixth Form which develop their personal and employability skills, the more competitive their applications will be for their choices after Sixth Form, along with excellent academic grades as well.





## LIFE AFTER WADDESDON SIXTH FORM

There are three main pathways which students should consider for once they complete their A levels:

- Higher/Further Education - University/College
- Employment with training - Apprenticeship
- GAP year

We begin introducing students to these options from their Induction in Year 12 so they can begin some initial thinking and research. All students have personal Unifrog accounts with excellent careers information. After our year group visit to the University and Apprenticeship Discovery Fair hosted by Northampton University in the Autumn, we then use the Extension Studies lessons in the Spring term to hear from external providers about University, Apprenticeships and Gap Years. Extension Studies in the summer term is dedicated to writing Personal Statements. External speakers are invited into speak to students and parents at the 'Life After Waddesdon' Evening in the summer term of Year 12.

All Year 12 students are asked to submit a first draft of their Personal Statement by the end of Year 12 which will be used in the application process.

Year 13 is spent supporting the students with their applications. We ask that all UCAS applications are completed by Christmas so we can submit applications in time for the January UCAS deadline. Student Finance must be applied for before the end of May for students to have the funds available for the start of their first term.

Apprenticeship and School Leaver Applications tend to be submitted between Christmas and the summer, depending on the apprenticeship/company, although larger companies do sometimes advertise earlier. It is also advisable to plan a Gap Year during Year 13 to make the most productive use of this time. Some companies which organise projects abroad require students to apply at the end of Year 12 so that Year 13 can be used for planning, training and fund raising.

The Sixth Form Team, tutors and Mrs Bridges are all available to support students with their options and the application processes.

There is plenty of information available on the Sixth Form section of the school website, including video interviews with former students. (Go to [www.waddesdonschool.com](http://www.waddesdonschool.com), then click on the 'Sixth Form' tab for more information.)

The following websites are also a useful starting point:



<https://www.ucas.com/undergraduate/what-and-where-to-study/what-can-i-do-next> (overview of options)

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

<https://amazingapprenticeships.com/parent-zone/>  
(degree and higher apprenticeships)



## SIXTH FORM PARKING CONTRACT

Once students pass their driving test, they can park in Waddesdon Manor Overspill Car Park and then walk along the Green Way into school (5 minutes away). To be able to do this, students and parents must sign a Parking Contract, which is included below.

They must also complete Waddesdon Manor's parking e-form so their number plate is registered for the electronic gates.

If you wish to bring a car, motorcycle or moped to school you must:

- Complete and sign the school check list below, requesting permission to drive and giving details of the type of vehicle and registration number.
- You must have a full licence, your vehicle must be insured, have current road tax and be roadworthy.

These rules are designed to reduce the risk of accidents (already high for young drivers and their passengers) and to aid traffic management around the school.

I wish to apply for permission for my son/daughter to bring a car to school, and I understand that such permission is granted subject to the following conditions:

1. Vehicles should only be parked in Waddesdon Manor Overspill Car Park. Sixth Form students are not allowed to use the school's main car parks.
2. The car park should not be used as a social area. Regular trips with other students to the car park during school time are not permitted. Any music should not be loud. No rubbish should be left in the car park.
3. Students may only use their vehicle for journeys between school and home or other places approved in writing by parents. It may not be used for any other journey during the school day without special permission having first been obtained from either the Head of Sixth Form or relevant Head of Year.
4. Sixth Form students who drive to school and park in local roads are reminded of the need to observe the Highway Code and legal requirements. Students are expected to show proper regard for the interests of local residents.
5. The speed limit at Waddesdon Manor is 20mph. On school grounds, it is 5mph and on School Lane is 10mph.
6. Permission to drive to school will be withdrawn in the event of careless or dangerous driving. Any reports of dangerous driving and/or inconsiderate parking will be thoroughly investigated and reported to the police.
7. Punctuality in the Sixth Form is of paramount importance. Students and their passengers must arrive before the start of the school day. Persistent offenders will be asked to find a more reliable means of transport to school.

We have read the rules, as set out above, and agree to abide by them:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Car details: Make: \_\_\_\_\_ Model: \_\_\_\_\_ Colour: \_\_\_\_\_

Registration number of car: \_\_\_\_\_

It should be noted that permission is not automatic and that all requests are given serious thought. Permission may be withdrawn by the Headteacher at any time. Please note the Governors cannot take any responsibility for vehicles (or items in them) parked near the school premises.

**“Nothing is impossible: the word itself says I’m possible”**

**Audrey Hepburn**

**“All things are difficult before they are easy”**

**Thomas Fuller**

**“It is hard to fail, but it is worse never to have tried to  
succeed”**

**Theodore Roosevelt**

**Genius is one percent inspiration and ninety-nine percent  
perspiration”**

**Thomas Edison**

