

**Parent Handbook
2013/14**



www.braintreesixthform.com

Contents

Preface.....	4
Data Protection	4
Dates, Timings and Calendar Issues	5
The Sixth Form Day.....	5
Extended Day on Monday	5
Enrichment	5
Evening Events and Staff Inset	6
Term and Holiday Dates 2013/14.....	7
The Sixth Form Calendar	8
Sixth Form Staffing and Leadership Structures	10
Teaching Staff	10
Sixth Form Support Staff	13
Leadership Structure	14
Subject Groups	14
Quality Improvement and Monitoring	15
Child Protection	16
Communications.....	17
Sixth Form Communications with Home.....	17
Parent Communications with the Sixth Form	17
Assessment and Examinations	18
AS Levels	18
IB Diploma	18
Progression from AS Levels to A2.....	19
Internal Assessment and Marking	20
Reporting	20
SEN (Special Educational Needs)	21
Able and Talented.....	21
Curriculum - Teaching and Learning.....	22
Classroom Procedures.....	22
Home Learning	23
Completion and Non-Completion of Home Learning.....	23

Educational Visits.....	23
IB Auvergne Residential Trip	23
Academic Honesty Policy.....	24
What is Academic Honesty?.....	24
How to Avoid Academic Dishonesty.....	24
The Consequences of Plagiarism	25
Sixth Form Study: General Advice	26
Sixth Form and Part Time Work	26
Enrichment	27
Duke of Edinburgh Programme	27
Primary and Secondary School Links	27
Student Leadership Roles	28
Student Council	28
Student Governors	28
Student Ambassadors.....	28
Progression, Careers and University Entrance	28
UCAS and University Admissions.....	28
Preparation for Higher Education	29
Work Experience	29
Careers Advice	29
Equipment	30
Text Books	30
Book Deposit Scheme.....	30
Student Dress Code	31
Tutorial and Pastoral Programme	33
Individual Tutorials	33
Group Tutorials.....	33
Year Group Meetings.....	33
TP1 (Thursday Period One).....	34
Sixth Form Pastoral Support Team	34
Competencies	35
Tutorial Programme 2013/14.....	36
Expectations of Sixth Form Students.....	37

Student Support Strategy	39
Student Attendance	39
Attendance – First Term	39
Progress Review	40
Study Support Plans.....	40
Supervised Study	40
Stages of the Student Support Strategy	41
The Sixth Form Building, Facilities and Security	42
Braintree Sixth Form Library.....	42
General Security	42
ID Cards.....	43
Health and Safety Incident Reporting and First Aid	43
Fire Alarms and Evacuation	43
Cashless Catering.....	43
Food and Drink	44
Lockers.....	44
Music	44
Lunchtime and Breaktime Procedures	45
Smoking and Alcohol	45
Cars and Motorbikes	45
Student Laptops and ICT Access	46
ICT Acceptable Use Agreement	48
Braintree Arts Theatre	50
Theatre Programme	50
Theatre Staffing	50
Index	51

Preface

Please Note:

Throughout this handbook, for ease of reference, we will use the term “Parents”. This term is used in its most inclusive sense to include any adult who is legally responsible, either alone or in conjunction with others, for the care, on a permanent or temporary basis, of any student enrolled with us.

This handbook is intended to provide useful information for the parents of students enrolling at Braintree Sixth Form in the 2013/14 academic year.

We believe that good planning and clear communication is essential and we hope that you will find this handbook addresses the questions which you might have.

The handbook covers topics which are loosely organised as follows:

- **Dates, timings and calendar issues**
- **Staff contact details and leadership structures**
- **Communications**
- **The curriculum and enrichment**
- **Progression, careers and university entrance**
- **Dress and equipment issues**
- **Student support and pastoral systems**
- **The Sixth Form building, facilities and security**

Data Protection

Under current legislation, students over the age of 16 have the right to confidentiality in relation to any personal or academic information held by Braintree Sixth Form. This includes academic reports, attendance data, exam results and progression information. At enrolment students are asked to give permission, in writing, for us to share this information with their parent or parents. In the case that a student is unwilling to allow this the Sixth Form is legally obliged to respect their wishes.

Dates, Timings and Calendar Issues

The Sixth Form Day

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.50 – 10.50	Lesson 1 & 2	Lesson 1 & 2	Lesson 1 & 2	Lesson 1 & 2	Lesson 1 & 2
10.50 – 11.05	Break	Break	Break	Break	Break
11.05-11.25	Break/Group Tutorial or Year Group Meeting	Break/Group Tutorial or Year Group Meeting	Break/Group Tutorial or Year Group Meeting	Break/Group Tutorial or Year Group Meeting	Break/Group Tutorial or Year Group Meeting
11.25 – 13.25	Lesson 3 & 4	Lesson 3 & 4	Lesson 3 & 4	Lesson 3 & 4	Lesson 3 & 4
13.25 – 14.15	Lunch	Lunch	Lunch	Lunch	Lunch
14.15 – 15.15	Lesson 5 & Lesson 6	Lesson 5	Enrichment 14.15-15.15	Lesson 5	Lesson 5
15.15 – 16.15			Optional session 15.15-16.15		

Extended Day on Monday

Lessons on Monday may be timetabled until 4.15pm. On BSF Staff Meeting dates period 6 will be shortened by 30 minutes to allow the Staff Meeting to begin at 4pm. Students will be advised about these dates in advance via the Student Briefing. On these occasions students will be allowed to leave the lesson at 3.45pm. Students are welcome to continue independent study in the Library should they wish.

Enrichment

Sixth Form students do not have timetabled lessons on a Wednesday afternoon. During this time there are a variety of activities on offer. Students select an activity which can be changed termly. Attendance at Enrichment is compulsory. See later item.

Evening Events and Staff Inset

Fri 11 Oct	INSET for staff – no BSF lessons
Thurs 7 Nov	BSF Open Evening 5-8pm
Fri 8 Nov	INSET for staff – no BSF lessons
Wed 13 Nov	Year 12 IMPACT Day
Wed 18 Dec	BSF Year 13 Reunion Event 7-9pm
Weds 5 Feb	Year 13 Parents' Evening 5-8pm
Thurs 27 Feb	Year 12 Parents' Evening 5-8pm
Wed 18 June	Parents' UCAS Information Evening
Thurs 19 June	Students' UCAS Launch day – Year 12
Thurs 26 June (TBC)	Higher Education Fair - Year 12

Term and Holiday Dates 2013/14

September 2013							October 2013							November 2013							December 2013						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1		1	2	3	4	5	6					1	2	3							1
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30																					30	31					
January 2014							February 2014							March 2014							April 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
														31													
May 2014							June 2014							July 2014							August/ September 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30														1	2	3	4	5	6	7



Schooldays
Weekends



School
holidays



Bank holidays



Non
pupil days

The Sixth Form Calendar

Below is a simple summary of some of the main calendar items for the Sixth Form. The Sixth Form operates on two week cycle, with the weeks identified as A and B. It is important that students are aware of when each timetable week is operating. The “live” master calendar is available on the BSF website www.braintreesixthform.com. On INSET days no Sixth Form teaching takes place but students are still welcome to use the study facilities.

Mon 2 Sept	A	1	First day of new academic year - INSET
Tues 3 Sept			Yr 12 start
Weds 4 Sept			Yr 13 start
Mon 9 Sept	B	2	
Mon 16 Sept	A	3	
Mon 23 Sept	B	4	
Mon 30 Sept	A	5	
Mon 7 Oct	B	6	
Fri 11 Oct			BSF & Partnership INSET
Mon 14 Oct	A	7	UCAS forms completed for all Year 13 students
Mon 21 Oct	B	8	Progress Checks published to students and parents
Mon 28 Oct			Autumn Half Term Holiday
Mon 4 Nov	A	9	Thurs 7 Nov - BSF Open Evening 5-8pm
Fri 8 Nov			INSET - no BSF teaching
Mon 11 Nov	B	10	
Wed 13 Nov			Year 12 IMPACT Day
Mon 18 Nov	A	11	
Mon 25 Nov	B	12	
Mon 2 Dec	A	13	
Mon 9 Dec	B	14	AS & A2 Mock Exams
Mon 16 Dec	A	15	
Mon 23 Dec			Christmas Holiday

Mon 30 Dec			Christmas Holiday
Mon 6 Jan	B	16	Return to lessons
Mon 13 Jan	A	17	
Mon 20 Jan	B	18	
Mon 27 Jan	A	19	
Mon 3 Feb	B	20	Year 13 Parents Evening (5 Feb) Full reports issued to students and parents
Mon 10 Feb	A	21	Year 12 Full Reports to students and parents
Mon 17 Feb			Spring Half Term Holiday
Mon 24 Feb	B	22	Year 12 Parents Evening (27 Feb)
Mon 3 Mar	A	23	
Mon 10 March	B	24	
Mon 17 Mar	A	25	
Mon 24 Mar	B	26	
Mon 31 Mar	A	27	
Mon 7 April			Easter Holiday
Mon 21 April			Monday Bank holiday
Mon 28 April	A	29	
Mon 5 May	B	30	Monday Bank holiday IB exams (Year 13)
Mon 12 May	A	31	IB exams
Mon 19 May	B	32	IB exams AS & A2 exams
Mon 26 May			Summer Half Term Holiday
Mon 2 June	A	33	IB exams AS & A2 exams
Mon 9 June	B	34	IB exams AS & A2 exams
Mon 16 June	A	35	Wed 18 June - UCAS Parents' Evening Thurs 19 June - UCAS Launch day
Mon 23 June	B	36	Year 12 to HE Fair (26 June tbc)
Mon 30 June	A	37	Year 12 IB Mock exams
Mon 7 July	B	38	UCAS reports out to Year 12 students and parents
Mon 14 July	A	39	Summer Holiday - Friday 18 July.

Sixth Form Staffing and Leadership Structures

Teaching Staff

Forename	Surname	Subject	Email	Sc h
Tom	Baster	Spanish ab initio, Spanish	tom.baster@braintreesixthform.com	N
Lyndsey	Ball	PE	lyndsey.ball@braintreesixthform.com	A
Tim	Beal	Economics	tim.beal@braintreesixthform.com	N
Joe	Blogg	Maths, Further Maths	joe.blogg@braintreesixthform.com	N
Daniel	Boakes	Maths, Further Maths	daniel.boakes@braintreesixthform.com	N
Richard	Bolam	Biology, Chemistry, TOK	richard.bolam@braintreesixthform.com	N
Amanda	Box	ICT	amanda.box@braintreesixthform.com	N
Neil	Bridgwater	Physics, Chemistry, Geology	neil.bridgwater@braintreesixthform.com	N
Kirsty	Brown	Maths	kirsty.brown@braintreesixthform.com	N
Jonathan	Burge	Technology, Enrichment	jonathan.burge@braintreesixthform.com	N
Steve	Callely	Maths	steve.callely@braintreesixthform.com	N
James	Canton	English Lit, Media	james.canton@braintreesixthform.com	H
Maria	Chadwick	Italian	maria.chadwick@braintreesixthform.com	N
Tony	Chapman	Technology	tony.chapman@braintreesixthform.com	N
Andrea	Cobb	Spanish	andrea.cobb@braintreesixthform.com	N
Laura	Cosway	English	laura.cosway@braintreesixthform.com	N
Antony	Cunningham	Enrichment	antony.cunningham@braintreesixthform.com	N
Emma	Currie	Technology	emma.currie@braintreesixthform.com	N
Catherine	Dunton	English Lang & Lit, English Lit	catherine.dunton@braintreesixthform.com	N
Candice	Everitt	Psychology, Sociology	candice.everitt@braintreesixthform.com	N
Isabel	Ferriz Barnes	Spanish ab initio, Spanish	Isabel.ferriz-barnes@braintreesixthform.com	N
Victoria	Forster	Maths, Further Maths	victoria.forster@braintreesixthform.com	N
Lindsay	Fouche	History	lindsay.fouche@braintreesixthform.com	N
Jonathan	Fuller	Maths	jonathan.fuller@braintreesixthform.com	N

Jenny	Gerrard	Textiles	jenny.gerrard@braintreesixthform.com	RAM
Mark	Gilbert	History	mark.gilbert@braintreesixthform.com	A
Rachel	Hall	Drama	rachel.hall@braintreesixthform.com	N
Deborah	Hanna	Enrichment	deborah.hanna@braintreesixthform.com	N
Lauren	Harries	French	lauren.harries@braintreesixthform.com	N
Agnes	Harris	French, Italian	agnes.harris@braintreesixthform.com	N
Chris	Harris	Music	chris.harris@braintreesixthform.com	N
Scott	Harvey	Physics	scott.harvey@braintreesixthform.com	N
Martin	Higgon	History	martin.higgon@braintreesixthform.com	N
Nicole	Hill	History	nicole.hill@braintreesixthform.com	N
Richard	Hill	Maths, Further Maths	richard.hill@braintreesixthform.com	N
Victoria	Homan-Smith	ICT	victoria.homan-smith@braintreesixthform.com	N
Wendy	Jackson	Environmental Syst., Biology	wendy.jackson@braintreesixthform.com	A
Paula	Jeffries	Music	paula.jeffries@braintreesixthform.com	H
Rachel	Kelly	TOK, Italian	rachel.kelly@braintreesixthform.com	N
Shelina	Khatun	Sociology	shelina.khatun@braintreesixthform.com	N
Emily	Mallam	Psychology	emily.mallam@braintreesixthform.com	N
Alice	Martin	Business Studies	alice.martin@braintreesixthform.com	A
Aileen	McEvoy	Religious Studies	aileen.mcevoy@braintreesixthform.com	A
Kristy	Mee	English Lit	kristy.mee@braintreesixthform.com	N
Susan	Monro	Art, Visual Arts	susan.monro@braintreesixthform.com	N
Selina	Moodie	Media Studies	selina.moodie@braintreesixthform.com	N
Katie	Murdoch	PE	katie.murdoch@braintreesixthform.com	N
Neil	Murray	Maths, Music	neil.murray@braintreesixthform.com	N
Jackie	Newell	English Lang & Lit, English Lit, EPQ	jackie.newell@braintreesixthform.com	N
Chris	Newman	PE	chris.newman@braintreesixthform.com	N
Robin	Newman	Geography	robin.newman@braintreesixthform.com	N
Caroline	O'Neill	Textiles	caroline.oneill@braintreesixthform.com	N

Caroline	Owst	History	caroline.owst@braintreesixthform.com	N
Rebecca	Payne	Art	rebecca.payne@braintreesixthform.com	N
Kirsty	Pilling	Art	kirsty.pilling@braintreesixthform.com	N
Terry	Potter	Chemistry	terry.potter@braintreesixthform.com	N
Michelle	Puleston	Maths	michelle.puleston@braintreesixthform.com	N
Nicola	Ross	Media	nicola.ross@braintreesixthform.com	N
Clare	Rushby	Psychology	clare.rushby@braintreesixthform.com	N
Jo	Seed	Media Studies	jo.seed@braintreesixthform.com	N
Alex	Shephard	PE, Enrichment	alexandra.shephard@braintreesixthform.com	N
Monika	Shepherd	French	monika.shepherd@braintreesixthform.com	H
Natalie	Short	Religious Studies	natalie.short@braintreesixthform.com	N
Lauren	Speller	Biology	lauren.speller@braintreesixthform.com	N
Lauren	Spooner	Chemistry	lauren.spooner@braintreesixthform.com	N
Mark	Stanford	ICT	mark.stanford@braintreesixthform.com	A
Jennifer	Stanley	Biology	jennifer.stanley@braintreesixthform.com	N
Sarah	Steadman	English Lang & Lit, English Lit	sarah.steadman@braintreesixthform.com	N
Kate	Stubbs	Art, Visual Arts	kate.stubbs@braintreesixthform.com	N
Lisa	Thurston	Maths	lisa.thurston@braintreesixthform.com	N
Melanie	Townsend	English	melanie.townsend@braintreesixthform.com	N
Paul	Trumper	Chemistry	paul.trumper@braintreesixthform.com	N
Rob	Tucker	Geography, Geology	rob.tucker@braintreesixthform.com	N
Judith	Usher-Letch	Business Studies	judith.usher-leitch@braintreesixthform.com	N
Nick	Vosper	Biology	nick.vosper@braintreesixthform.com	N
Jo	Walker	Business Studies, Economics	joanne.walker@braintreesixthform.com	A
Samantha	Wallace	Biology	samantha.wallace@braintreesixthform.com	N
Karen	Ward	Physics	karen.ward@braintreesixthform.com	N
Kim	White	Religious Studies, Sociology	kim.white@braintreesixthform.com	N
Lauren	White	Drama	lauren.white@braintreesixthform.com	N

Geraldine	Whitmore	Maths	geraldine.whitmore@braintreesixthform.com	N
Karen	Wilcox	Geography	karen.wilcox@braintreesixthform.com	N
Anna	Wilson	PE, Enrichment	anna.wilson@braintreesixthform.com	N
Sally	Woodward	Sociology	sally.woodward@braintreesixthform.com	N

Sixth Form Support Staff

Sixth Form Administration

Forename	Surname	Role	Email	Ext
Denise	Pitts	Support & Communications Officer	denise.pitts@braintreesixthform.com	301
Sue	Blake	Assistant Year Leader	sue.blake@braintreesixthform.com	158

Examinations Data and Invigilation

Forename	Surname	Role	Email	Ext
Helen	Rutter	Examinations Officer	helen.rutter@braintreesixthform.com	103

Technicians

Forename	Surname	Role	Email	Ext
Annie	Newell	Science Technician	annie.newell@braintreesixthform.com	307

Librarians

Forename	Surname	Role	Email	Ext
Katrina	Osborn	Senior Librarian	katrina.osborn@braintreesixthform.com	309
Sue	Simkins	Librarian	susan.simkins@braintreesixthform.com	115

Braintree Arts Theatre Staff

Forename	Surname	Role	Email	Ext
Kelly	McGibney	Theatre Manager	kelly.mcgebney@braintreesixthform.com	308

Leadership Structure

The Sixth Form is led by the Co-Directors of Sixth Form, Ms Stubbs (Senior Link Year 12) and Ms Steadman (Senior Link Year 13).

There are two Year Leaders: Ms Shephard Year 12
 Mr Beal Year 13

Leadership of subjects takes place through 8 Subject Groups. Each Subject Group has a Subject Group Leader who is responsible for setting the strategic direction for the group and managing the staff within the group. Sixth Form staff are drawn from the four partnership schools.

Students or parents should always contact the subject teacher directly if they have any concerns about academic progress or the curriculum. Email addresses for all staff are listed in this handbook.

Subject Groups

The Subject Groups include both IB and AS/A level subjects and are organised as follows:

Subject Group Leader	Subjects led
Ms Newell	English, Media Studies, Extended Project
Ms Harris	French, Spanish, Italian
Mr Tucker	Geography, Geology, History, Business Studies, Economics
Ms Everitt	Psychology, Sociology, RE, ToK
Mr Bridgwater	Chemistry, Physics
Mr Vosper	Biology, PE, Environmental Systems
Mr Blogg	Maths, Further Maths, ICT
Ms Payne	Art, Drama, Music, Music Technology, DT Product Design, DT Textiles

Quality Improvement and Monitoring

The most important priority of the Sixth Form is to ensure outstanding academic results in a context that provides excellent opportunities for personal, social and emotional development. To help us to ensure the high quality of what we provide the Sixth Form has introduced a range of measures and strategies for quality improvement:

- a) Parents and students have the opportunity to formally evaluate the activities of the Sixth Form at least once during each academic year. Evaluation Forms for parents and students are online and parents will be informed via the Parent Briefing about when and how to complete them. Students also give us regular feedback on the subjects that they are studying and on general Sixth Form life.
- b) The Student meets weekly and provides on-going feedback about the Sixth Form which we can use to identify good practice that needs to be shared and areas which need developing.
- c) Student Governors, elected by the students, attend meetings of the Governors to represent the views of students on issues of teaching and learning.
- d) Lesson observations, both formal and informal, are undertaken routinely as part of the quality improvement of the Sixth Form.
- e) A programme of Faculty Reviews takes place across the year, involving staff from the Senior Leadership Team, Subject Group Leaders, external subject specialists and Governors. All faculties are covered over a two year cycle.
- f) A range of student interviews and sampling of student work, marking and feedback are undertaken throughout the year.

We always welcome feedback from students and parents which we can use to develop the Sixth Form. The Co-Directors of Sixth Form have responsibility for quality improvement.

Child Protection

The protection of young people from physical or psychological harm is an absolute priority for Sixth Form staff and all planning and procedures are based on its absolute priority. Sixth Form Staff are familiar with the principles of child protection as it is outlined in their own school policies and practices.

Procedures for Child Protection in the Sixth Form are based on the Essex “Purple book”, a copy of which is kept in the Sixth Form Office. Where there are any doubts, concerns or suspicions relating to a student’s welfare then it is communicated immediately to one of the designated staff for child protection.

The **designated staff** with responsibility for child protection, and to whom all queries relating to child protection and child abuse are directed are:

Ms Rachel Kelly	rachel.kelly@braintreesixthform.com
Ms Kate Stubbs	kate.stubbs@braintreesixthform.com
Ms Sarah Steadman	sarah.steadman@braintreesixthform.com

It is the responsibility of every single member of the Sixth Form staff to be aware of child abuse issues and to follow up and refer any and all concerns.

Regular training and updates are provided for staff on child protection issues by the schools which employ them.

Braintree Sixth Form is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share in that commitment. All staff undergo child protection screening appropriate to their post including in all cases an enhanced CRB (criminal record) check.

Communications

Sixth Form Communications with Home

The Sixth Form communications strategy has been developed to maximise the effectiveness of communications with a staff team who work across multiple sites.

- 1) The main Sixth Form method of communicating with parents is by email, as it tends to be faster and more reliable than postal communications, as well as being easier than phone messages to reference and forward. **Please ensure that we have an up to date email address for you.**
- 2) Sixth Form staff are asked to respond to email communications within 48 hours. If the matter cannot be resolved, or it is not possible to send a response in 48 hours, then parents should receive a holding response explaining that the matter is being looked into and indicating when a response can be expected.
- 3) Briefings containing reminders of key dates, updates on events and other relevant information are sent out to all students and parents for whom we have email addresses. Student Briefings are sent out weekly and Parent Briefings fortnightly.
- 4) Another key means of communication is the website which we update regularly.
www.braintreesixthform.com

When students first enrol in the Sixth Form we ask students and their parents to provide information about any medical or dietary needs and a contact number in case of emergency. **Please inform us if these needs change or if your emergency contact details change.**

Parent Communications with the Sixth Form

1. We ask parents, where possible, to **communicate with us by email**. As many Sixth Form staff teach in different partnership schools a phone message or a note on paper could come into the Sixth Form and wait a while until a teacher visits to pick it up and responds.
2. When communicating with the Sixth Form please communicate directly with the teacher or member of staff who can deal best with your query. Generally this will be the subject teacher for teaching queries or a Personal Tutor for other issues. You can also address emails to the Assistant Year Leader, Ms Blake, or the Sixth Form Support and Communications Officer, Ms Pitts for general Sixth Form enquiries.
3. If your first point of contact is unable to deal with the matter then they will forward your query to someone else who is able to respond.

4. When communicating by email please send an email and then “**reply**” to any responses to your email, rather than opening a new email to respond. Replying ensures that all the communication on the issue is kept in a single email. We might also ask you to **forward** your original communication on the matter, so that we can better understand the context of the query and what needs to be resolved.
5. When communicating by email with the Sixth Form please always use the **Subject Line** of the email inserting a brief summary of the query (e.g. Fred Smith query about French Homework). This will help us to better manage emails and ensure you get a quicker response. Incompletely or incorrectly addressed emails may go astray and take longer to respond to.

Assessment and Examinations

AS Levels

From September 2013 the national structure of A-levels has changed and students are no longer entered for external January modules. Our students have a week of curriculum time devoted to mock exams during December. Entry for exams is subject to students maintaining appropriate progress and effort on courses.

When results are announced it is possible to ask for:

- a) a recount of marks awarded to the various parts of the exam paper
 - b) a remark of the actual exam paper
 - c) a re-sit, i.e. accepting the result and re-sitting the paper later to gain a new result.
- There are now no opportunities to resit examinations in January. All examinations take place in May/June.

The Sixth Form policy with paying for AS/A recounting, remarking or re-sitting is that the Sixth Form will only do this where it considers the results to be anomalous and where there is a serious reason to think that doing so will lead to an improved result for the student.

Students may request recounts, remarks or re-sits in other situations but only if they agree to meet the costs of doing so. The Sixth Form will only re-enter students for exams at the Sixth Form, where there is a reasonable expectation of the student improving the original results.

IB Diploma

IB external exams take place during May of the students’ second year. Students and parents need to be aware that because the IB is an international exam **it is possible for exams to be scheduled on the UK Bank Holiday of May Day.**

IB assessment has an automatic re-marking built into it. If a student achieves two grades different from the expected grade the paper is automatically remarked before results are made known. Appealing or querying results therefore typically only takes place when grades are one grade different from expected.

When IB results are announced in, early June, there is a narrow window of time in which a recount of marks can be requested, or a remark of the paper. Students need to be proactive in discussing with their teachers which approach will be most appropriate.

IB students are allowed to sit all or part of their Diploma up to 3 times. The Sixth Form will only undertake to enter a student for a re-sit if the Sixth Form considers there to be a reasonable expectation of the student improving their results.

Progression from AS Levels to A2

Progression from AS levels to A2 is subject to students demonstrating the capacity to benefit from the A2 course. The A2 is more demanding academically than AS level, so students who are struggling with AS are unlikely to be admitted to A2.

Generally the Sixth Form will be looking for a minimum of a C grade at AS in order to progress to an A2. Gaining less than a C grade at AS level puts the student at serious risk of failing to achieve a pass mark on the A2. The Sixth Form does not deem it to be in a student's best interest to continue from AS to A2 if there is not a reasonable chance of gaining a pass mark in the A2. Students at risk of not progressing will be flagged up early to parents in terms of the predicted grades which students are expected to gain for the AS level.

On receipt of AS results students need to formally enrol for the next academic year. Both Year 12 and Year 13 students are strongly advised to be available to collect their results in person so that they can seek appropriate advice and act promptly should any issues arise.

For issues or questions relating to curriculum progression from AS to A2 please contact Ms Stubbs on kate.stubbs@braintreesixthform.com

For a more general discussion of progression into employment or progression to university please contact Ms Steadman on sarah.steadman@braintreesixthform.com

Internal Assessment and Marking

The key principles of assessment in the Sixth Form are as follows:

- Teaching staff are expected to plan a range of assessment tasks each half term which enables them to assess a student's knowledge and skills and formulate a coherent and consistent view on what standard the student is currently working to and what the projected final grade would be if the student continued to work in that way
- Teaching staff should use the criteria and standards given by the awarding bodies for the courses which they are teaching, so that students always have an honest and realistic view of how they are doing and how they are predicted to achieve in each course
- Progression from an AS to an A2 course is subject to achieving an appropriate grade (normally at least a C grade) at AS level
- Marking should include an acknowledgement of positive elements in the work and always a clear and simple target or identification of what needs to be done in order for the student to improve their performance
- Faculties have individual policies outlining their marking and assessment procedures. These are regularly reviewed and made subject to the quality assurance processes.
- Particularly good practice with assessment is equipping students with an understanding of the assessment criteria and then encouraging them to self-assess and peer assess their own work

Reporting

The Sixth Form produces reports for parents and students three times a year, sending a **progress check** home in the first term and a **full report** in the second term. In the third term the report takes a different approach, pulling together information appropriate to advising students on career choices and to be used in references to support a UCAS application.

The principles of reporting at Braintree Sixth Form:

- Reporting should be regular, accurate and undertaken at appropriate times.
- Reporting should reflect students' overall performance to date in any course of study
- Reporting should clearly and concisely update students and parents/carers about progress
- Reporting should allow teachers, tutors and Sixth Form leaders to track student progress, to offer support to individuals/groups of students and to evaluate the impact of teaching, learning and interventions

SEN (Special Educational Needs)

The Assistant Year Leader, Ms Blake, is responsible for co-ordinating SEN support for Sixth Form students. The Sixth Form is strongly committed to both inclusion and equal opportunities and will always look at what reasonable adjustments can be made in order to facilitate access for students with special needs. Special exam arrangements can be put in place as necessary.

Students should flag up any potential Special Educational Needs to the Sixth Form early, so that there is time to plan appropriate strategies and make any necessary arrangements before students start courses. Further information about SEN support is available from Ms Blake on sue.blake@braintreesixthform.com

Able and Talented

The Sixth Form focus on independent learning allows our students to routinely experience stretch and challenge in their curriculum. In addition, there are a number of qualifications and study programmes, such as the AQA Extended Project Qualification, which can be studied in addition to A-level courses.

Curriculum - Teaching and Learning

Classroom Procedures

The electronic **register** is taken in every lesson, during the first 15 minutes of the lesson. All instances of **lateness** are recorded with an indication of the amount of minutes late.

At the beginning of a lesson it is good practise for the teacher to share a “**learning expectation**” with students. This could be in the form of a focus-question or a statement of learning objectives. It could be written on the board, shared orally or students might even be asked to formulate it themselves. Students should know what the purpose of the lesson is and should all individually be able to explain it to anyone who happens to visit or drop into the lesson.

By the end of each lesson, each student should have a sense individually of whether they have **achieved the learning expectation** for the lesson, and achieved it appropriately given their own knowledge of their abilities and their expectations for the course. Students might reflect orally, pensively or in writing. They should all be able to give an opinion of what they have achieved in the lesson and be able to justify their view to anyone who happened to be visiting or dropping in to the lesson.

Students should maintain notes of lessons which are clearly dated, orderly and sequentially numbered so that it is immediately evident to students where there are gaps in their notes and what needs to be copied-up. Notes may be in files, exercise books or held digitally.

Students can choose whether to have a **paper or digital diary**. A digital diary may involve using a laptop or even a mobile phone to record appointments on. Students should not generally have ipods, mobile phones, etc. out, unless they are using them for making a calendar entry at the end of a lesson etc.

Students are encouraged to use ICT and **bring their own laptops or tablets to use in lessons**. Where this is compatible with the aims of a lesson staff will facilitate and encourage it. One of the important skills that students will learn during their time in the Sixth Form is to discriminate between occasions where the use of ICT is appropriate and helpful and where it is more effective to use a more traditional approach. Final assessment is still completed in writing, so students will need to balance their use of ICT with the need to prepare for written exams.

Home Learning

Each student should have 2 - 2.5 hours of home learning per week per subject in Years 12 and 13.

Staff are encouraged to publish the planned range of home learning tasks a half term in advance to students, so that by the end of the first lesson of each half term students know all the home learning tasks that will be set that half term. (Circumstances may sometimes require a teacher to change a planned piece of home learning from that previously published). Even when home learning is published in advance, staff are asked to formally “set” home learning each week. The setting of home learning consists of reminding the student of the task and ensuring that the student has a written/digital record of:

- What task or activity needs to be done
- What outcome needs to be handed in or presented
- The deadline for when the task/outcome must be completed.

Completion and Non-Completion of Home Learning

It is the responsibility of the students to ensure that home learning is fully recorded and completed according to the deadline set by the member of staff. Where home learning is not completed, or not completed to a satisfactory standard, this will be dealt with according to the Student Support Strategy (see later item).

Educational Visits

There will be opportunities for most students to take part in a range of day, part day and residential visits where their classroom activities can be extended and enriched.

Departments will include trips where appropriate as an integral part of their programmes of study. There will also be more general opportunities for students to participate in theatre, music and sports trips. Visits do involve students making a financial contribution, but we will always try keep the costs to a minimum.

IB Auvergne Residential Trip

This is a trip for all IB students to the “Eagles Nest” in the Cevennes National Park in France. It will take place in June, 2014.

During this 8 day residential, IB students will follow a programme of study including the completion of the Group 4 Science research project. There will also be opportunities to complete the international aspects of the CAS programme.

Further information about the centre is available at: www.discover.ltd.uk/france/eaglesnest/

Academic Honesty Policy

What is Academic Honesty?

Academic honesty means ensuring that work which is submitted is a student's own work, including their own ideas expressed in their own words. Failing to do this is academic dishonesty and it amounts to gaining an unfair advantage. There are many forms of academic dishonesty, including:

- Plagiarism - this means taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it as if it was a student's own work. Copying and pasting from websites without acknowledging the source, failing to use quotation marks on a direct quotation, paraphrasing work and not referencing the original source are all examples of plagiarism. Plagiarism can occur when a student is unaware of how or when to acknowledge their sources, rather than as a deliberate attempt to present someone's ideas as their own. If students follow Sixth Form Guidance documents it is unlikely that they will be accused of plagiarism
- Copying - taking the work of another student, with or without his or her knowledge and submitting it as one's own is academic dishonesty
- Exam cheating - consists of communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting during an exam in order to gain an unfair advantage
- Duplication - submitting or presenting a piece of work for a different assessment in a different course. Students can use the same or similar research material for two different essays if they are similar in title but students cannot use the actual written essay twice.
- Falsifying data - making up facts or statistics, altering data to suit a student's investigations or collecting data in an inappropriate way
- Collusion - helping another student to be academically dishonest. This includes a student allowing another student to copy some or all of their work and submitting it as their own

How to Avoid Academic Dishonesty

- Assignments must be written in a student's own words and must include a student's own thoughts and expressions.
- All the sources, quotes and paraphrased material must be properly referenced according to the style recommended in the Guidance to students.

- At the end of each assignment there must be a bibliography, which is an alphabetical list of the sources - books, magazines, newspapers, CD-ROMs, Internet, interviews, etc. that have been used to prepare and produce a piece of work. The purpose of a Bibliography is to provide an honest acknowledgment of sources so that a reader can identify and consult the sources.
- When working in a group on a project it is important that students write up any reports, investigations, performance description etc. independently. Even if data or preparation is shared, anything submitted by an individual student must be their own work. Students must not submit anything that is identical in part or whole to another student as that would be colluding and could look like direct plagiarism.
- Students must not purchase essays (e.g. from the internet) to hand in as their own work. Braintree Sixth Form will run essays through software that will check for plagiarism. The software scans words and phrases for matches with other work which is to be found on the internet, and other work which has been already run through the software.
- During exams students must ensure that they adhere to the rules given by the Examinations Officer. Causing disruption in the exam room, communicating with another student or with someone outside the exam room, or copying another student's work is a very serious offence.
- If students are unsure about any issues relating to academic honesty then it is the student's responsibility to speak to their subject teachers or tutor about the matter.

The Consequences of Plagiarism

Depending on the nature of the incident, Braintree Sixth Form may have to report a suspected incident of plagiarism to an Awarding Body and this could lead to a student being barred from sitting exams, or examination results **in all subjects** being withdrawn and cancelled.

Braintree Sixth Form must treat academic honesty very seriously and students who are guilty of academic dishonesty will be subject to a range of penalties, which, depending upon the seriousness of the incident could include:

- Loss of non contact time – see **Student Support Strategy**
- Disqualification of assessed pieces of work
- Non entry by the Sixth Form for a subject or subjects
- Fixed Term Exclusion

Sixth Form Study: General Advice

Students should **watch or listen to the news** at least once every day. This will help to ensure that students are aware of topical issues which can be written about as examples in their exams.

As well as watching the news on Television students should try to **read a newspaper** regularly, at least 3 times a week. Newspapers are available in the common room and in the Library. We recommend varying their reading so that students become familiar with the style of a tabloid and the style of what used to be called a broadsheet:

Tabloid: Daily Mail, Express, Mirror, etc
Broadsheet: Times, Telegraph, Guardian, etc

Students will be generally healthier and so perform much better in exams if they maintain a balanced lifestyle. This means developing **clubs and interests** which can balance their life now and also give them something to talk about in future job and university interviews. The Sixth Form recommends that students develop at least one other interest outside of any clubs or activities which they follow at school.

Balancing the demands of study with other activities and part time work can be challenging. The move from GCSE or other 14-16 study to the more independent ways of working at A level or IB is not always easy. We would urge students who have concerns about managing their workload to seek an early opportunity to discuss this with their Personal Tutor or Head of Year.

Students who are more familiar with reading, and more practised at reading, often do better in examinations than students with weaker literacy skills. We recommend, therefore, that **students should read at least one book each half term** at home, outside of school hours. This could be fiction or non fiction. It could be related to course materials or it could be read for pleasure. Tutors will expect to be able to talk to a student about what they are reading outside of Sixth Form.

Sixth Form and Part Time Work

It is generally a good and positive thing for Sixth Form students to gain an experience of the world of work, as long as it does not impact negatively on their Sixth Form studies. We advise students to limit work outside of their studies to a **maximum of about 10 hours a week**, avoiding late nights during the week.

Work should be arranged so that it does not impact on attendance during the core hours of the Sixth Form or on homework.

Enrichment

All students take part in Enrichment. A structured programme of activities takes place on Wednesday afternoons. For IB students, CAS (Creativity, Action and Service) is a compulsory part of the full IB Diploma. Enrichment features activities such as arts, dance, drama, ICT, languages, music, sports, voluntary work and work in local primary and secondary schools. These activities bring IB and A level, Year 12 and Year 13 students together to develop a wider range of personal and leadership skills.

Other activities on offer include the Duke of Edinburgh Award Scheme, photography workshops, production of the Sixth Form newsletter and skills based activities such as courses in ceramics, cookery and touch typing. All students are expected to take part in some form of community project. A full list of what is on offer will be provided each term. It is expected that students will take part in a number of different activities or projects during their time in the Sixth Form. A variety of clubs and activities take place at lunchtime and after the end of the Sixth Form day, including Jazz Band, Orchestra, Art workshops, Choir and Drama. The enrichment programme also includes a series of visiting speakers and lecturers who will be invited to talk to students about aspects of university life, employment and personal development.

Duke of Edinburgh Programme

The Duke of Edinburgh's Award Programme aims to help young people to plan and undertake their own programme of activities aiming to help them to develop mentally, physically, emotionally and spiritually.

As well as organising and participating in a range of expeditions, the Award is about learning new skills, exploring cultural heritage and assisting people within the community. Braintree Sixth Form offers the Silver and Gold Award. The Silver D of E programme has 4 sections, Volunteering, Physical, Skills and Expedition. There is a small entry fee for the Award Programme. This includes the cost of the Record Book, in which the activities will be listed and reported. Many activities are relatively inexpensive or free. There will be some equipment required for expeditions. Further information about the Duke of Edinburgh's Award Scheme is available from Mr Burge, jonathan.burge@braintreesixthform.com

Primary and Secondary School Links

The Sixth Form has close links with local primary schools and is uniquely placed at the centre of a four secondary school partnership. As such, students will have access to a range of opportunities for developing leadership skills in working with both primary and secondary school students across a range of curriculum areas.

Student Leadership Roles

Student Council

All students have the opportunity to become part of the Sixth Form Student Council, providing a platform for student views and involving them in the Sixth Form decision making process. The Council has both an academic and social remit liaising closely with Sixth Form staff and assisting with the monitoring of performance. The Student Council takes a lead on the organisation of social events and charity fundraising. Any queries regarding the Student Council should be directed to Mr Beal, timothy.beal@braintreesixthform.com

Student Governors

Representing the students across the whole of Years 7-13 of Notley High School and Braintree Sixth Form, on aspects of Teaching and Learning, two Student Governors are elected annually to undertake this role. Student Governors attend relevant committee meetings of the governing body for Notley High School and Braintree Sixth Form.

Student Ambassadors

There are opportunities for students to support with the information, advice and guidance work of the Sixth Form. Students have the opportunity to assist with a range of workshop sessions, open evenings and masterclasses provided by the Sixth Form for students across the partnership schools throughout the year. Enquires about the work of the Student Ambassadors can be directed to Ms Shephard at alex.shephard@braintreesixthform.com

Progression, Careers and University Entrance

UCAS and University Admissions

UCAS is the central application system for applying to British Universities. The UCAS process commences with an evening event for parents explaining what is involved in a UCAS application. Students are then provided with further advice and support in selecting their universities and in putting together an application.

Students interested in applications to International Universities will need to flag up their interest early as certain universities have very specific subject requirements. Applicants for American Universities will need to register early and prepare for the Scholastic Aptitude Test.

Preparation for Higher Education

A detailed careers and UCAS programme is provided for all students, ensuring that they are prepared for the world beyond the Sixth Form. Additional insight into matters of finance, relationships and the skills required for Post 16 studies is provided through a number of impact days and evening sessions throughout the year. We hold information evenings for parents and students on applying to UK universities and Overseas Universities and have guest speakers in to the Sixth Form to work with students on specific areas, including applications for Oxbridge.

UCAS Launch Evening – Parents

Parents are invited to attend an evening presentation on Wednesday 18 June. Speakers will outline the UCAS application process and also give information about student finance.

UCAS Launch Day – Students

All students participate in a UCAS 'launch day'. Normal lessons are suspended, and students take part in a series of workshops covering the application process, student finance, student life and advice on writing a personal statement. This day is followed by a visit to the Higher Education SuperFair. This event takes place during the school day and coach travel to and from the University will be provided free of charge. Students work with their personal tutor on their UCAS application and job applications, benefitting from individual support and guidance.

Work Experience

Work Experience can be very valuable for students but time is so tight on AS and A2 courses that students are requested to arrange work experience, wherever possible, in school holidays. Some future career plans and university courses particularly benefit from work experience placements (e.g. medicine) so it is important for students to discuss career plans with their tutor and, as appropriate, agree work experience placements that could be particularly useful to their career plans.

Careers Advice

The Sixth Form employs an independent careers advisor who is available for individual appointments with students on one day a week throughout the year. Appointments are made through the Assistant Year Leader, Ms Blake.

For further information about progression and university admissions contact Ms Steadman, sarah.steadman@braintreesixthform.com

Equipment

Text Books

All students at Braintree Sixth Form are provided and issued with text books and set texts for their chosen subjects free of charge. When loaned, the books become the students' responsibility and they must be looked after with care. Students will only be issued with new books for new modules, or new courses, upon the return of the books already issued in an appropriate condition. Books returned in a poor state of repair, or with marks and annotations, will be charged to the student and no further books will be issued until the damage has been paid for, or the book replaced.

In some courses teachers may suggest additional books for purchase. These will typically be texts that it would be useful for students to have at home, or books that students might find it helpful to annotate or mark. All Sixth Form text books are issued by the main school library. Each book has a bar code and is assigned individually to a student, as any book borrowed from a library would be. Students are therefore responsible for the books issued to them and must ensure that they are returned to the library at the end of their studies.

Students are particularly discouraged from lending their text books to other students. Other students who need a book should go to the library and borrow a book directly from the library, rather than seeking to borrow the book indirectly by asking for it from a student.

Book Deposit Scheme

Students will be asked to pay a returnable book deposit of £25 on entry to the Sixth Form. The deposit will be refunded on completion of the course, providing that all books are returned in good condition. Students are expected to pay replacement costs of any books or learning resources issued to them which are lost, not adequately secured or excessively worn or damaged. Students who persistently return items late to the Library will incur a penalty charge which will be deducted from their deposit at the end of their course.

All text books should be returned by Year 12 and 13 students to the Library after their final examination. Once students have completed the leaving procedure, deposits will be returned, subject to confirmation that all Sixth Form books and resources have been returned. The Sixth Form will expect to be in a position to despatch cheques in September following the completion of the course, after relevant records regarding return of books have been checked.

Please refer any further questions about the Library to the Librarian, Ms Osborn, katrina.osborn@braintreesixthform.com

General Equipment Requirements

Students should come to Sixth Form each day with a **pen**. They will also need **paper** and a **folder** for each lesson, unless they plan to record notes directly onto a **laptop**. Students should always have a good capacity USB **memory stick** (minimum 1gb) with them for saving and storing work, as well a **pencil** and **ruler** so that they can draw and label diagrams where necessary. Students are expected to purchase a **bag** which is large enough to carry books and equipment and which is discrete and in keeping with the business dress ethos of the Sixth Form.

Students are encouraged to develop the use of Mobile Phone diaries and software alternatives such as Outlook. Tutors will talk to each student about the system which they have chosen to use and will expect to see evidence that it is being used.

Student Dress Code

Sixth Form students are expected to dress in business dress appropriate to a traditional office environment. Students will typically need advice and support from parents and teaching staff as they work towards the realisation of what is appropriate within a professional environment.

Any questions about the contents of this Dress Code should be directed to the Director of the Sixth Form, as should any queries about **reasonable adjustment on medical or religious grounds**.

Hats, jackets and bags

- Hats should not be worn inside.
- Hoodies and sweatshirts should not be worn.
- Jackets if worn inside must be 'smart'. Hooded jackets, body warmers, leather jackets or Parker style jackets are not accepted.
- Bags displaying pictures, words or logos should not contain anything that could cause offence.

Tops

- Shirts should cover the back, midriff, shoulder and chest, showing no cleavage.
- Male shirts should be buttoned and with a collar
- Female shirts may be button-less and without a collar but otherwise of professional appearance. Printed t-shirt tops and casual jumpers are not accepted.
- Males should wear a tie.
- Pullovers and cardigans may be worn but must not be excessively loose or obscure the tie.

Leg garments

- Trousers should be smart and professional in appearance. Jeans are not accepted.
- Skirts, if worn by women instead of trousers, should be no shorter than about knee length.

- Trousers and skirts are the only acceptable leg covering.
- Females may substitute a dress conforming to the requirements of ‘tops’ and ‘skirts’.

Feet

- Tights and socks should be discreet in colour and pattern.
- Shoes should be smart and provide appropriate protection for the feet.
- Trainers and other similar sporting or casual footwear are not acceptable.
- Boots may be worn if they are smart and hardwearing. Ugg boots or any other material boots, Timberlands or coloured boots are not acceptable.

Accessories

- Belts, buckles and braces, if worn, should be discreet.
- Jewellery, if worn should be simple and discreet.

General appearance

- Piercings should not be visible, other than in the ears, and to a maximum of 1 per ear lobe.
- Tattoos or body art should not be visible.
- Make up and artificial tan should be discreet.
- Clothing should be worn in such a way that underwear is never visible.
- Denim should not be worn.
- Clothes should always be clean, smart, ironed and in a good state of repair.
- ID cards should be worn around the neck, or on the chest, so that they are visible at all times. ID cards should not be swapped or damaged.
- Extreme hairstyles and hair dyed in colours which do not occur naturally are not acceptable

Procedures

1st infringement SIMs Dress code issue 1 – verbal warning	Spoken to verbally (recorded on SIMs – Dress Issue in notes write verbal warning)
2 nd infringement SIMs Dress code issue 2 – professionalism issue	Comment on SIMS – Dress issue – 2 nd warning and comment on professionalism.
3 rd infringement SIMs Dress code issue 3 – e-mail sent	E-mail sent home copying in parents and all other staff, tutors, Assistant Year Leader and Year Leader.
4 th Infringement or serious infringement SIMs Dress code issue 4 – leave site	Asked to leave premises to change – letter to be sent (or e-mail) to accompany and state the reasons why.

Tutorial and Pastoral Programme

Pastoral care is at the heart of our work at Braintree Sixth Form. Parents and students have chosen to continue education with us for many reasons. A key factor is because we aim to combine the personalised guidance and support expected from a secondary school with the demands of post-16 study. Our aim is to foster independence, intellectual curiosity and the highest academic success among our students and we realise that this will not always grow naturally but may well need intervention of various kinds.

The Head of Year, Assistant Year Leader, Tutor Team and Personal Tutor are vital to the work of the Sixth Form. It is assumed that Personal Tutors will be intimately aware of the performance of their tutees across their subjects as well as being aware of their achievements outside the classroom. Systems of monitoring and tracking enable performance against targets to be measured as well as commitment to studies.

Individual Tutorials

Every student will meet at least fortnightly on an individual basis with their Personal Tutor to discuss their progress. In meeting with students the tutor will work to a programme of “agenda items” arranged by the Head of Year to ensure consistency of experience to students and to help tutors and students to discuss the full range of issues at the various points in the year where they are most appropriate. The tutor is the first point of call for all pastoral issues, and parents are encouraged to contact the tutorial team regarding any issues that might have an impact on their son or daughter’s performance in lessons.

Parents will meet their son or daughter's tutor at Parents’ Evenings and at other times as appropriate. Although each Sixth Form student has a Personal Tutor, students are encouraged to meet and talk with any member of staff where they have a need for advice or support.

Group Tutorials

Each tutor meets weekly with their tutees as a group to work with them on generally relevant items such as study skills, UCAS applications and presentation skills.

Year Group Meetings

Throughout the year students meet as a Year Group on a weekly basis to hear a variety of presentations relevant to their pastoral and enrichment programmes. Outside speakers are often invited to contribute to the Year Group Meeting programme and enquiries about this should be addressed to Sarah Steadman at sarah.steadman@braintreesixthform.com

TP1 (Thursday Period One)

Students are supported in developing competencies through the structured programme of activities facilitated by the Tutor team during TP1. Visiting speakers and whole year group presentations are used to support delivery of the programme.

Year 12

Term 1 Model United Nations
Term 2 Enterprise
Term 3 Mini Extended Project Qualification

Year 13

Term 1 UCAS and Progression
Term 2 Careers
Term 3 (Individualised programme)

Sixth Form Pastoral Support Team

Year 12	Year 13
Senior Link – Kate Stubbs	Senior Link – Sarah Steadman
Head of Year – Alex Shephard	Head of Year – Tim Beal
Assistant Year Leader – Sue Blake	
Sixth Form Support and Communications Officer – Denise Pitts	
Year 12 Tutor Team: Joe Blogg Daniel Boakes Laura Cosway Candice Everitt Judith Usher-Letch Jackie Newell Rob Tucker	Year 13 Tutor Team: Neil Bridgwater Isabelle Ferriz-Barnes Nicole Hill Natalie Short Catherine Dunton (co-tutor Sally Woodward) Karen Ward (co-tutor Annie Newell)

Competencies

The tutorial programme features activities which aim to support students in developing “competencies”, in communication, organisation, team working and study skills. These are the skills that will enable students not only to succeed in their Sixth Form studies but to be successful as they progress on to employment or Higher Education. Staff comment on students’ progress in each of these areas in each report and competencies are discussed during individual tutorials.

Professionalism - the student can demonstrate that:

- Their attendance rate is very good.
- They adhere to the Sixth Form dress code.
- They are reliable and meet deadlines.
- They are able to work safely and understand the behaviour appropriate to a working environment.
- They aim to achieve highly and constantly improve their performance.

Organisation - the student can demonstrate that:

- They show persistence and sustained levels of self-motivation and a high level of commitment.
- They have the ability to work well under pressure and think clearly.
- They show initiative and problem solving skills.
- They are able to think flexibly, work within guidelines and have an ability to work independently.

Communication - The student can demonstrate that:

- They have excellent communication skills by the appropriate use of verbal, non-verbal, written and technological methods.
- They show respect and empathy towards other people
- They can clarify their own ideas, concepts or terminology.
- They are polite to everyone they interact with and can adapt the method of communication to suit the situation and the audience.
- They share ideas and can contribute intelligently to discussions.

Teamwork – the student can demonstrate that:

- They have the ability to work in a variety of team roles
- They contribute positively to team situations and understand the needs of the whole team.
- They have a positive relationship with a wide variety of people including staff, colleagues, peers and external visitors.
- They have taken the lead in different teams/projects/events and exercised their positions with professionalism.
- They have shown drive, determination and the ability to motivate others when in leadership situations.

Tutorial Programme 2013/14

	MON	TUES	WED	THURS	FRI
Year 12	Individual Tutorials	Group Tutorial (11.05-11.25)	Individual Tutorials	Year Group Meeting (11.05-11.25)	Individual Tutorials
Year 13	Individual Tutorials	Individual Tutorials	Individual Tutorials	Individual Tutorials	Year Group meeting (11.05-11.25)
Other	Student Council Meeting (10.50-11.10)	Year 12 Tutor Briefing 8.30	Year 13 Tutor Briefing 8.30	TP1 For all students. Delivered by tutors in tutor groups lesson 1	

Year 12
K Stubbs: Link Director
A Shephard: Head of Year
S Blake: Assistant Year Leader

Year 13
S Steadman: Link Director
T Beal: Head of Year
S Blake: Assistant Year Leader

Expectations of Sixth Form Students

Braintree Sixth Form has high expectations of all its students. We are determined that students will be successful and fulfil their potential by achieving the best possible results they can, as well as developing into mature and thoughtful citizens able to make a valued contribution to the Sixth Form, the wider community and society.

To enable the students to achieve their potential this agreement sets out what the Sixth Form offers to students, and what the Sixth Form expects of students (The Code of Conduct).

Braintree Sixth Form will offer students:

- High quality teaching which will prepare for success in public examinations
- Expert subject teacher guidance with appropriate setting, marking and feedback of work
- Entrance for examinations so long as satisfactory levels of attendance and effort in the course have been reached
- Regular fortnightly tutorial sessions which consist of academic and pastoral mentoring to help students to fulfil their potential
- An extensively stocked library and the support of a skilled librarian
- Access to high quality ICT resources and well trained ICT technicians and support staff
- Outside visits that complement programmes of study
- A comprehensive Enrichment programme that includes careers and higher education advice as well as community service and extra curricular opportunities
- Regular termly progress checks or assessments of progress which take account of the student's abilities and aspirations and help to target what they need to do in order to be continuously improving performance
- A safe, well organised working environment in which students can develop their skills as fully as possible in their chosen courses
- A Support Strategy which, if a student is struggling to deal with the expectations of the Sixth Form, will help to motivate, encourage and support them out of their temporary difficulties

Braintree Sixth Form expects from students:

(The Code of Conduct)

- Students will come fully prepared with all necessary books and equipment, ready to learn
- Students will complete all home learning, classwork and coursework to an appropriate standard and to the set deadline
- Students will attend promptly all timetabled classes, tutorials and assemblies, including any additional commitments such as field trips, enrichment activities, work experience and other programmes arranged by the Sixth Form
- Students will participate constructively and positively in lessons and tutorials, working with teachers to get the most out of what the Sixth Form can offer
- Year 12 students will be on site each day for the first term, from 8.40 to 3.15pm, studying and participating in Sixth Form activities. Students are allowed to leave the site during

lunchtime. If a student leaves the site they will sign in and out so that we have an accurate list in case of a fire

- Students will use free periods by initially devoting 2/3 to study in the library, or other suitable quiet area within the Sixth Form
- Students will be proactive in keeping up to date with news and information which is displayed on the information points and communicated in the Student Briefing. They will use email to contact staff and respond promptly to any emails that they receive
- Students will support the ethos of Sixth Form study by working effectively in study periods and not disrupting the study of other students
- Students will abide by the dress code and the wider professional standards and atmosphere which the Sixth Form expects them to promote and observe
- Students will treat others, their property and the Sixth Form facilities respectfully at all times
- Students should remember that the common room is for **all** students. They are to look after it and use it considerately, keeping it tidy and making sure that it is a welcoming place for all other students
- Students will observe rules about food and drink, the use of mobile phones, multi-media players and other similar equipment
- Students will follow the published procedures relating to personal transport (cars, motorcycles, mopeds and bicycles)
- Students will ensure that all work produced conforms to the expectations of the Academic Honesty policy
- If there should be cause for concern and staff need to use the Support Strategy, students will accept the steps of the procedure and work to respond quickly and positively so that problems can be resolved and they can get back on track to academic success

Student Support Strategy

The transition from GCSE to A Level or the International Baccalaureate requires an increase in independent learning and motivation with studies. The support strategy has been developed to provide a framework of support and guidance to help students maintain their focus on learning and help them to build on their success at GCSE level.

The framework has a particular focus on attendance, academic performance, support and study skills. These are outlined below and show the stages of support and discipline which will be used with learners as appropriate.

Attendance and punctuality are the main factors used to make external judgements (OFSTED) about the “Behaviour and Safety” of students in a 16-19 context.

Student Attendance

- Students should be aiming for 100% attendance, giving them the best opportunity to achieve their full potential. If attendance drops below 80%, this will trigger the Support Strategy
- Punctuality is also an important requirement for everyday life. Students with poor punctuality will be supported to improve
- The Sixth Form is unable to authorise holidays during term time
- Students with outstanding attendance at 100% will be identified on a termly basis by letter
- It is good practice and politeness to mention a forthcoming absence which a student knows about in advance. The absence should be discussed with a tutor and subject teacher so that plans can be made for completing missed work
- If a student is unwell, they must phone in to report their illness and any further absence should be updated on a daily basis
- Research indicates that absence is very strongly correlated with failure and poor grades at AS and IB level. The Sixth Form will therefore take a very robust approach to managing absence. Unauthorised absences will trigger the Sixth Form disciplinary processes, as specified in the Student Support Strategy

Any unforeseen absence due to illness or other circumstances must be notified before 8.30am on each day of absence via email to Ms Blake sue.blake@braintreesixthform.com or by phone 01376 556358

Attendance – First Term

Throughout the academic year, attendance is expected at all lessons, assemblies, tutorials and other events organised by the Sixth Form for students. For the first term of Year 12, **free lessons have to be used within the Sixth Form** until progress is reviewed at the end of the autumn term. Core hours are 8.40am-3.15pm.

Progress Review

There will be an internal progress review in December, which will evidence whether a student has made a successful transition to Sixth Form. At this point decisions will be made as to whether free lessons may be used on or off site. Those students meeting their course requirements and achieving in line with their attainment targets, may be able to use free lessons off site. Students who do not meet the standards expected will be placed on the Study Support Plan and those referred to Supervised Study must remain on site for their free lessons during lessons 1-4.

Study Support Plans

The Assistant Year Leader, in consultation with subject staff, will provide a study support plan for students who fail to meet the standards expected of them. This plan will identify the areas where the student needs to improve, with suggested areas for focus and will involve the students in agreeing targets for improvement as a means of developing their independent learning skills.

Supervised Study

Students requiring additional support to achieve to their academic potential may be asked to attend supervised study during any free lessons that they have during lessons 1-4. A member of staff, usually from the leadership or tutor team, will oversee the work of the student during these times and offer support as necessary and as indicated on the Study Support Plan.

Stages of the Student Support Strategy

Stage	Behaviour	Action
Informal Warning	Repeated low-level inappropriate behaviour: off-task, lateness; poor or incomplete home learning or class work; minor plagiarism; isolated unauthorised absence.	The member of staff identifying the problem speaks to the student. A note of the conversation is logged in SIMs.
Stage 1	Regular inappropriate behaviour and inability to meet Sixth Form expectations: especially despite informal warning(s); repeated unauthorised absence, with attendance below 80% or failure to meet deadlines or repeated minor plagiarism.	A formal meeting with appropriate staff - Head of Year and/or tutor and/or parents will be arranged by the Assistant Year Leader or tutor, to discuss what support can be put in place. A Study Support Plan will be opened and SMART targets agreed, to be reviewed within one month. Student may start to attend Supervised Study if appropriate.
Stage 2	Initial issue(s) unresolved and so failure to respond to the Stage 1 warning after 1 month review. Attendance below 80%. Outcome of progress report indicates grades below C affecting chances of progression.	At this point the student will be required to attend supervised study during any morning non contact time that they may have. Study Support Plan initiated if one is not in place. Further or first meeting with parents. Attendance contract agreed between student/parents and Sixth Form.
Stage 3	Initial issue(s) still unresolved as the student fails to meet the targets agreed with the student and set out in the Study Support Plan and/or attendance contract.	Parental meeting with tutor and a senior member of staff from Braintree Sixth Form. The Study Support Plan will be reviewed and new targets and support measures identified with a new review period.
Stage 4	Serious and/or persistent failure to meet expectations despite a Stage 3 warning. Gross misconduct.	Final Review: if there is no positive response from the student, sanction(s) up to and including, as appropriate, a move to another provider or exclusion.

The Sixth Form Building, Facilities and Security

Braintree Sixth Form Library

The Sixth Form Library supports all AS/A level Qualifications as well as the IB Diploma programme and promotes learning through a wide range of resources in a variety of media. Students have access to book based materials, online materials and e-resources, periodicals, journals, DVD and audio materials. Photocopy and print facilities are also available as are a range of national, international and local Newspapers. The Library has a careers library, where information is available on further and higher education, employment, occupations, gap year and voluntary work.

Every student at Braintree Sixth Form is automatically enrolled as a member of the Library.

The Library is open to students:

Monday – Thursday	from 8.30am – 4.30pm
Friday	from 8.30am – 4.00pm

The Library has 12 networked computers which students are able to use for research, essay writing, project work and access to the Library Catalogue. The Sixth Form computerised catalogue system which can be used to search for a book, journal or e-resource. It holds records of all the resources available in the Sixth Form Library and the main Notley High School library. The catalogue can be accessed from any networked computer in the Sixth Form and accessed remotely from home by logging on to the Sixth Form website.

Text books for class groups will be issued individually to students. All text books have been catalogued on the library system. Staff in the Library will always be happy to provide help and support.

General Security

Computers must not be left unattended when they are logged on in order to prevent unauthorised access to the students' work area. They should always be screen-locked when not in immediate use.

Students should wear their identity badges at all times when in, or around, the Sixth Form building and in the main Notley High School building.

Visitors are not allowed entry to the building unless they are wearing a clearly marked visitor badge. Anyone within the building not wearing an identity badge should be challenged politely by asking them if they are a visitor and if so who they have come to see. They should then be taken to reception to contact the person they have come to see.

ID Cards

All students are automatically issued with a Braintree Sixth Form ID card which gives them access to facilities across the whole site. Students are responsible for their ID card and lost cards will be charged for replacement at a sum of £5.00.

Lost cards should be notified to the Sixth Form Office as soon as is practicably possible, as should any reason that might become apparent for cancelling a card or requesting that an ID card should be withdrawn.

Health and Safety Incident Reporting and First Aid

In the event of an accident or medical issue, students should report initially to the Sixth Form Office. First Aid injuries are only dealt with by trained first aiders. The Sixth Form Support Officer, Ms Pitts, is a trained first aider. Additional assistance can be contacted via the main Notley High School and Braintree Sixth Form Reception.

First Aid boxes are available in the following places:

- main reception
- science prep rooms
- kitchen

Fire Alarms and Evacuation

In the event of a need to evacuate the Sixth Form building, the assembly point is the large playground area (Tennis Courts) to the South West at the back of the building. Fire escape plans are displayed in every room. A continuous bell will sound. Staff will accompany students via the nearest exit, to the Year Group Meeting area. The registers will then be taken by the Tutor and Leadership Team.

Cashless Catering

The Sixth Form operates a system of cashless catering called "ParentPay". The system is based on fingerprint recognition technology and works by taking measurements of the fingerprints. The fingerprint analysis does not include a complete image. This means that the original fingerprint cannot be reconstructed from the data extracted. All students will be registered with this system during the first few days of the new academic year.

There is a cashpoint machine installed in the Sixth Form building which can be used to top up ParentPay credit accounts with cash, or students and their parents can credit their account online. Payments can also be made by cheque, credit card, debit card or paypoint card. When an account is topped up it can take up to 24 hours for the credit to appear on the system.

To access the ParentPay account go to www.parentpay.com and login. When you first use the system you will have a username and password which you received in the initial personal

letter introducing you to the system. These details are for one-time-only use and will become invalid immediately after the account is activated. You should set a new password at this stage.

Once you have set your password, subsequent use of the system involves going to the Parentpay website, entering your username and the password you have defined for yourself and then managing your online account. If you have any queries or problems please contact Ms Revell in the finance office: hannah.revell@notleyhigh.com

Food and Drink

The Sixth Form café is open from 8am until 3pm serving a range of sandwiches, paninis, snacks and main meals. Students can bring packed lunches or purchase food and drink from the cafeteria. They will need to be enrolled and have accounts activated through ParentPay in order to purchase food from the cafeteria. There are vending machines stocked with drinks which take cash. Water is available at all times, free of charge, from a dispenser beside the vending machines in the café area. There is also a hot water dispenser available for student use.

Lockers

Students have access to **lockers** in their common room, and charging lockers for laptops under the stairs. All lockers have combination padlocks which the Sixth Form will supply for a **charge of £5.00** at the start of each academic year. Lockers are emptied by cleaners at the end of each term so nothing should be left over the holidays.

Music

Music should be played discretely on headphones, in students' own time, so that other students cannot hear it. Music should not be played in lessons or the library or corridors during lesson time, as it is important to respect the learning space for other students. Music is not permitted in the cafe.

Students are free to carry digital equipment such as **mobile phones**, ipods, etc. but they are expected to use them in a mature way that would be appropriate to how a professional would use personal items in a traditional work place. This means not using them during lessons and study periods, unless they are looking something up in a diary or calendar or accessing the Internet for the purposes of research.

Lunchtime and Breaktime Procedures

Sixth Form students can stay on site for lunch and break, or they can leave the site. **All Sixth Form students are presumed to have parental consent to leave the site at any point during the day, unless parents have explicitly revoked the consent.**

Students who leave the site need to be back on site 5 minutes before afternoon lessons are due to begin. They must ensure that they sign in and out of the building.

Whilst off site students represent the Sixth Form and are asked to behave in a responsible way that portrays the Sixth Form positively to the local community. Irresponsible behaviour whilst off-site, or late returning from lunch, will lead to the privilege of going off site at lunchtime being revoked.

Smoking and Alcohol

The Sixth Form site is a non-smoking area and students are asked not to smoke on the site or in the area immediately around the site.

Alcohol is not allowed on or around the Sixth Form site during the Sixth Form day.

Cars and Motorbikes

Students who wish to attend the Sixth Form on **motorbikes, scooters** or any other motorised one or two wheeled vehicles will need to have written permission from the Director of Sixth Form to bring their vehicle on site. Permission will be conditional upon satisfying the Sixth Form that:

- a) the student has a valid license
- b) the student can use the equipment responsibly
- c) the vehicle is roadworthy and properly insured

A part of the planning consent for the Sixth Form was the assurance that we would not provide parking spaces for Sixth Form students who wish to drive, as this would lead to increased traffic on local roads. The Sixth Form therefore is unable to give permission for students to drive in to the Sixth Form.

The Sixth Form strongly recommends that students with a newly achieved license do not carry other students in a vehicle without both sets of parents being aware and agreeing to the journey.

Student Laptops and ICT Access

All students are encouraged to use laptops, iPhones or tablets in the Sixth Form and WiFi is available throughout the Sixth Form building. If students prefer not to use a laptop they will not be disadvantaged in their studies, although they may miss the opportunity to develop their practical experience of how ICT is best used, and not used, in real life day-to-day contexts. Students who do choose to use laptops may at times be asked not to use their laptop as final exams are generally written exams and it is important that students balance their use of laptops with preparation for hand written exams.

Students who bring their own laptops into school do so at their own risk and should ensure that their equipment is properly serviced and maintained before bringing it into school. The laptop will need to be carried in a proper laptop case so that the risk of injury to the carrier or damage to the laptop is minimised.

Student use of ICT equipment in the Sixth Form building, or use of ICT resources accessed over the network (or internet) is subject to the ICT Acceptable Use agreement which all students must sign before they will be allowed to log on to the Sixth Form network or use any Sixth Form ICT resources. A copy of this agreement is included in the handbook.

The Sixth Form reserves the right to bar students from using ICT equipment and/or bringing their own equipment into the Sixth Form if doing so has led to, or can reasonably be construed as likely to lead to, damage or disruption to Sixth Form services.

The senior Sixth Form member of staff with responsibility for ICT is Ms Stubbs. If you have any queries about the content or interpretation of this page please contact her via kate.stubbs@braintreesixthform.com

Printing

The Sixth Form has a system of printing from the photocopiers within the building which is activated via ID cards. Students have a limit of 50 credits per day on their accounts. Generally users should avoid printing more than 5 copies of a document directly, as photocopying is a more efficient way of generating multiple copies.

Licensing/Copyright

The law on licensing and copyright is complex and users should avoid downloading, uploading or sharing information digitally unless they are clear about the legal implications of doing so. Anything that has a commercial price or value should not be shared digitally, unless the user knows that an appropriate license or permission is in place. If in doubt the librarian will be able to give initial advice.

Memory Sticks

Memory sticks are a convenient and useful way of transferring data but their size makes them vulnerable to easily being lost. Any work on a memory stick should be retained somewhere else as a backup.

Health and Safety

The health and safety of ICT users is a paramount concern and so staff and students should be aware of, and actively implementing, the health and safety guidance which they are given relating to general posture, the positioning of monitors and keyboards, as well as managing the generation of heat and the carrying of equipment.

Users must not adjust or tamper with hardware equipment. All work which needs doing should be reported to ICT technicians as soon as possible.

ICT Acceptable Use

Introduction

The following pages explain Braintree Sixth Form's expectations about the way students and anyone else given access to our equipment ("Users") should, and should not, use ICT. Access to equipment is granted on the condition that users will observe the principles and requirements of this document.

We understand the responsibility to educate our students on e-safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Users of ICT at the Braintree Sixth Form will share some digital services with Notley High School. This means that all references to appropriate and inappropriate use of ICT for Braintree Sixth Form should be taken to include appropriate and inappropriate use of ICT at Notley High School.

ICT Acceptable Use Agreement

Acceptable use of ICT (internet, network, stand alone ICT, email, etc) at Braintree Sixth Form means, at its simplest, that a user should always avoid any use that could reasonably be construed as causing offence to others. This will mean avoiding the downloading, uploading or forwarding of text or images which include violence, obscenity, or indecency (e.g. pornography, extremist, racist, sexist, ageist or homophobic material). Acceptable use also includes avoiding any incitement to criminal behaviour, any commercial activity or political lobbying. Generally the use of ICT must not be detrimental to the reputation of the Sixth Form or the personal wellbeing of anyone else.

Password and Log-In

A password and log-in is confidential to the person it has been given to. It must not be shared, and users must not log on to equipment using another person's password. When finishing work users must log out properly so that no one using equipment after them could gain access using their previously entered log in or password details. If a user needs to leave a machine unattended, **the machine must either be logged off or screen locked by using Ctrl+Alt+Del**.

A user is responsible for what takes place under their login name and/or password. Any suspicion that anyone else knows the details must be reported immediately to the network manager so that a new password can be arranged. Users are responsible for the security of data and information on the system. This means not downloading software or applications without the explicit consent of the network manager, as doing so can cause software conflicts or virus problems.

Email

All communications, where possible, should be by email rather than paper. All staff and students have an email account at the Sixth Form and partnership schools, and emails should only be sent between these professional accounts (ie not to or from personal or internet accounts).

Email is a written form of communication and should be always viewed as a formal medium. Any email could end up being forwarded to anywhere in the world and users should write nothing in an email which they would not be prepared to defend publicly.

Laptops

When accessing the Sixth Form network via a private machine, it is the responsibility of the user to ensure that the machine has up to date virus protection and a firewall installed. Users should observe the same principles and practices outlined in this document whether they are accessing resources from home, from school, from school equipment or from their own.

Users who carry their own equipment or use it to access school resources do so at their own risk and the Sixth Form takes no responsibility for hardware or software problems arising from doing so.

The Sixth Form reserves the right to bar students from using ICT equipment and/or bringing their own equipment into the Sixth Form if doing so has led to, or can reasonably be construed as likely to lead to, damage or disruption to Sixth Form services. Should concerns be raised the Sixth Form leadership may authorise the suspension of access to ICT and Internet services for an initial period of investigation or for a longer period.

Monitoring

All use of ICT resources is monitored to ensure compliance with relevant legislation and good practice. This means that emails, websites visited and documents downloaded or forwarded can be traced back to individuals. Where users are found to not comply with the requirements and recommendations of this document they will be subject to sanctions which will range from temporarily being barred from the use of ICT to more serious consequences.

We ask that students agree to the following specific items:

- I will not install any hardware or software without permission of the school's ICT Network Manager (Mr M Fuller).
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- I understand that my photograph may be taken, stored and used for Sixth Form purposes in line with Sixth Form policy. If I do not wish my image to be distributed outside the school network I realise that I must inform the Director of Sixth Form in writing.
- I will immediately take down any materials that I may make publically available on the Internet that are judged to be detrimental to the Sixth Form, if requested to do so by a member of the Sixth Form leadership team.
- I understand that all my use of the internet and other related technologies can be monitored and logged and can be made available, on request, to the Sixth Form Leadership team
- I will respect copyright and intellectual property rights.

I agree to follow the principles and practices outlined in this document

Name

Signature

Date

Braintree Arts Theatre

The Braintree Arts Theatre and the Sixth Form facilities are available for private hire.

Bookings for daytime use (school hours – until 4pm) are made via the Sixth Form Office – contact Sue Blake on sue.blake@braintreesixthform.com

Bookings for evening use (after 4pm) are made via the Theatre Office – contact Theatre Manager Kelly McGibney on kelly.mcgibney@braintreesixthform.com

Theatre Programme

There is a commercial programme of concerts, theatrical performances and other events which are open to the general public throughout the year.

The programme of events for each theatre season is published in advance as a brochure, available from the campus reception.

The theatre programme can be viewed online at www.braintreeartstheatre.com

Box Office: 01376 556354

[Facebook.com/braintreeartstheatre](https://www.facebook.com/braintreeartstheatre)

twitter.com/BATheatre

Theatre Staffing

Technical and front of house staffing for the Theatre is often provided by parents, staff and students. These are paid roles for which full training is given. Further information can be supplied by the Theatre Manager, Ms Kelly McGibney on kelly.mcgibney@braintreesixthform.com or ring the box office on 01376 556354.

Index

Able and Talented..... 21	First Aid 44
Absence..... 40	Food 44
Academic Honesty Policy 24	Food and Drink..... 45
Admissions Tests..... 21	Group Tutorials 33
Alcohol 46	Health and Safety..... 44, 48
Assessment and Examinations 18	Home Learning..... 23
Assessment and Marking..... 20	ICT 48
Attendance..... 40	ICT Acceptable Use 48
Attendance – First Term 40	ICT Acceptable Use Agreement..... 49
Book Deposit Scheme 30	ID Cards 44
Braintree Arts Theatre..... 51	Incident Reporting 44
Briefing..... 15, 17	Individual Tutorials 33
Calendar 8	Laptops 22, 47
Careers Advice 29	Leadership 14
Cars and Motorbikes..... 46	Lesson Notes 22
Cashless Catering 44	Lesson observations 15
Cevennes IB Trip 23	Library 43
Child Protection 16	Licensing/Copyright..... 47
Classroom Procedures 22	lockers..... 45
Communications with Home 17	Lockers..... 45
Competencies..... 35	Lunchtime..... 46
Data Protection 4	Marking 20
Dress Code..... 31	Medical Information..... 17
Duke of Edinburgh 27	Music..... 45
Educational Visits 23	Parent Communications 17
Email..... 17, 49	Part Time Work 26
Enrichment..... 27	Pastoral support 34, 37
Equipment..... 30, 31	Plagiarism 25
Evening Events..... 6	Primary and Secondary Links 27
Faculty Reviews..... 15	Progression 28
Fire Alarms and Evacuation..... 44	Progression from AS levels to A2..... 19

Quality Improvement.....	15	Subject Groups	14
Registration.....	22	Supervised Study	41
Reporting	20	Support Staff	13
Security.....	43	Teaching Staff	10
SEN	21	Term Dates	7
Sixth Form Agreement.....	38	Text Books	30
Smoking.....	46	Timetable	5
Student Ambassadors.....	28	TP1 (Thursday Period One)	34
Student Council	15, 28	Tutorial and Pastoral Programme	33
Student Governors.....	28	Tutorial Programme.....	36
Student Leadership Roles.....	28	UCAS	28, 29
Student Support.....	40	Work Experience	29
Student Support Strategy.....	42	Year Group Meetings	33
Study Support Plans	41		

