



Sixth Form Induction Booklet

"My powers are ordinary, only my application brings me success"

Sir Isaac Newton

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WELCOME TO GREAT BARR ACADEMY SIXTH FORM

The induction programme aims to prepare you for your time with us, working alongside the sixth form staff to provide you with a full insight into life in the sixth form. It is vital that you have chosen courses that interest you, courses that enable you to progress onto your chosen post-18 pathway, courses where you will want to work independently and challenge yourself to improve your own understanding.

As you attend sessions it is important that you reflect on your ability to explore the work at a higher level. At the end of the induction process you will be expected to confirm your interest in following the courses you have chosen. If you have changed your mind, please ensure that you meet with us to select appropriate alternatives.

You will be provided with an Induction Activity from each of your chosen courses during the introductory lessons that you attend. This work must be completed by the first lesson the following week. The Induction Activity will also be assessed and included as part of the first data entry assessment.

We hope that you enjoy sixth form and please feel free to ask any questions that you may have in order to ensure you are on the correct curriculum pathway.

Miss Winwood

Director of Sixth Form

Miss. Winwood's Top Tips for Level 3 Study 🧐

1. Avoid cutting corners

One of the key differences between GCSEs and A-Level and level 3 qualifications is the depth of knowledge required for each subject. You'll need to be really thorough and strong across the board, and confident in giving detailed answers to a range of questions in coursework and exams.

Homework, however painful it can be at times, is given to help you build this confidence; so when it's set, you have to not only make sure you do it, but also do it properly and to the best of your ability so you can get the most out of it.

2. Use your time wisely

Whilst you have to be careful not to burn yourself out during your A-Levels and level 3 qualifications, you also need to avoid time wasting. Not only do you have your subjects to contend with, but you might also be looking ahead to applying to university, internships, apprenticeships or jobs, which also takes time and headspace. With this in mind, it's more important than ever that you learn to manage your time effectively and efficiently, so that you can get everything done in good time.

Study periods are there to allow you to keep up with your workload, and that workload won't go anywhere if you try to get through it haphazardly, or not at all. In fact, you'll only feel worse and more stressed if you leave things until the last minute. If you're organised, time efficient, and are able to ensure your tasks and subjects don't run away from you, you'll have nothing to worry about.

3. Make sure you understand everything

The increased requirements for thoroughness and understanding are the main things that differentiate GCSEs and A-Levels and level 3 qualifications. To thrive, you have to show a real understanding of your subjects and the key concepts at their cores, and be able to explain them thoroughly in response to different types of question. It's worth noting that knowing and understanding everything is one thing; but being able to present that knowledge clearly in your exam is another. Having the right exam technique is also crucial; take a look at our Model Answers for examples of the standard of answer expected at this level.

4. Be organised

There are fewer subjects to work through compared to GCSE, but don't let that trick you into thinking there's less work; there's lots of content to get through!

Keep your notes in order and accessible, so that they're ready to use as soon as you come to revise.

It can be easy to lose track and let things overwhelm you, but with some solid preparation you can ensure this doesn't happen. The most important thing is to be aware and in control, and to not let things slip. If you can do this, revising for exams will become much easier.

5. Prepare for your A Level exams early

There's a lot of content to get through when revising for your A-Levels, so it's crucial you're on top of everything from the off. Make sure the work you've done is neatly collected, completed and ordered so you know where everything is when you come to revise it. Make lists of the topic areas on the syllabus as you study them, so you have a topic checklist ready to go when you start revising.

Finally, even if your A-Level exams feel like a ridiculously long way off, it's a good idea to look over past papers to get an idea of the type of questions and topics that come up; and if you have any suggested reading from your teachers over the summer, make sure you do it! It's never too early to get prepared.

Induction programme

Preparation for sixth form, key dates, 6th form Structure, learning culture and expectations

Time	Friday 4 th September	Monday 7 th September	Tuesday 8 th September
Edge	Assembly and Welcome Session (Senior Academy Hall) - Preparation for sixth form - Key dates -6 th form Structure -Learning culture and expectations - Introduce Student council system	Assembly Welcome Session (Senior Academy Hall) Work ethic, organisation, aspirations, work experience and enrichment activities	Edge Activity regarding Student Council Activity from Monday P6
Period 1	Tutorial- Enrolment form and checking GCSE entry requirements (where can your choices take you-assignment) - Student council sign up	Tutorial -Timetables -Induction booklet -Expectations of sixth form - Period 6 Enrichment options for Tuesday	Lynsey Hackett and WRL Team; Head Students address
Period 2	Subject sign up	Discussions of course choices (where can your choices take you-assignment discussion) - Meet with Student form reps	SACU- with laptops (2 forms; 1 in LRC and the other in a classroom)
Period 3	OLC for photographs Finance for Swipe cards and Lunch payments	Review of Lockdown Period - Health and Wellbeing spreadsheet - Transition work that has been completed over the summer)	SACU-with laptops (2 forms; 1 in LRC and the other in a classroom)
Period 4		Enrichment sessions ran by Edge Tutors	Study Skills Powerpoint ran by Edge Tutors
Period 5		Assembly with Adam on APP; A2B Half hour Assembly Research Activity	Study Skills Powerpoint ran by Edge Tutors
Period 6		Student Council Mind map Activity	Extra-Curricular and Enrichment - Sports Hall - Classroom based activities

FORTIS ACADEMY SIXTH FORM

Academic Aims

- Students strive for excellence, making outstanding academic progress.
- Students have a focussed approach and a love of learning.
- Students have high aspirations whilst at sixth form and for their futures beyond. They are supported in achieving/exceeding these fully.

Our Ethos

We are committed to providing you with the highest quality sixth form experience to achieve your goals in work and life. In return, we expect you to meet certain standards of behaviour and attitudes including:

- Outstanding attendance,
- Work completed on time and to the best of your ability,
- Full participation in the learning process,
- Act as an ambassador for our sixth form at all times.

Our Mission Statement

- **READY** to learn, to progress to the next stage of our academic journey, to play our part in the GBA community
- **RESPECTFUL** of ourselves and to be the best we can be, of others within our school to ensure all can succeed and respectful of the wider community.
- **SAFE** not participating in activities that will jeopardise ourselves, our community or our future

Our Motto

In the words of Sir Isaac Newton, “My powers are ordinary, only my application brings me success”. Only by applying ourselves, and giving our all can we hope to be successful, regardless of our starting points.

STAFFING – ROLES & RESPONSIBILITIES

Mrs Garvey: Deputy Headteacher

Responsibility for the management of Key Stage 4 and 5. Primary focus will be the attainment of students, monitoring academic progress across the two Key Stages.

Miss Winwood: Director of Sixth Form

Responsibility for the academic progress and circulation of data, identification of students needing interventions and liaising with departments for specific interventions. Providing support and guidance for transition to all post 18 destinations. Miss. Winwood will oversee the transition from year 11 into the sixth form for both internal and external applicants and the pastoral care of students in the sixth form. Responsibility for day to day running of the 6th form, careers, education information and guidance as well as the Edge programme covering enrichment, PSHE and study skills.

Mr. S. Price: Head of Year 13

Responsibility for monitoring attendance and punctuality in year 13, lessons and supervised study. To work alongside Miss Winwood and parents/carers in supporting students throughout their time in the sixth form and their successful progression to higher education or employment. Focus post 18 opportunities including UCAS and Degree and Higher Apprenticeships. Implementation of the Futures Programme to enrich and inspire students post 16 education. Also responsible for pastoral care to support breaking down barriers to learning.

Mr. A. Walker: Head of Year 12

Responsibility for monitoring attendance and punctuality in year 12, lessons and supervised study. To work alongside Miss Winwood and parents/carers in supporting students throughout their time in the sixth form Primary link with Aston University for APP scheme, Doug Ellis Pathway to Medicine, Futures Pathway and Birmingham University for Routes 2 Professions. with Birmingham University for A2B scheme as well as UCAS registration and completion. Also responsible for pastoral care to support breaking down barriers to learning.

Mrs Gurney: Sixth Form Library and Resources Manager

Responsibility for supervision of study sessions as well as monitoring availability and use of resources, signposting to information and support with research activities.

Ms Hackett: Sixth Form Work Related Learning

Responsibility for enrichment and work experience activities as well as providing information on Apprenticeship schemes, higher education, links with businesses and opportunities for University taster days.

SIXTH FORM EDGE TUTORING

The excellent level of pastoral care provided in years 7-11 is continued into the sixth form. Students will be allocated a personal tutor and placed in a small tutor group which will follow a robust and comprehensive edge programme.

Edge time is **COMPULSORY** and all students are expected to attend tutor time and assemblies on Mondays in Senior Academy Hall. Sometimes there will be extra assemblies in Community hall for specific groups on a Wednesday. Tutors will be there to:

- Provide daily support, both academically and emotionally,
- Monitor tutee attendance,
- Rigorously track academic performance and implement intervention if needed,
- Support tutees in their post 18 destination application,
- Deliver a high quality personalised PSHE and Study Skills Programme.

Edge time enables the tutor in year 12 to provide support for the transition into sixth form, highlighting opportunities for volunteering, work experience and enrichment activities, whilst year 13 tutors provide guidance on post 18 destinations, for example, university applications (UCAS), Higher Apprenticeships and employment as well as continuing with enrichment activities and work experience. Tutors can focus on specific issues during critical times of the year. During the summer term (when year 13 are sitting their A-Level examinations) year 13 tutors can support year 12 tutors by focusing on a small number of year 12 students in supporting them in completing applications for their post 18 destinations.

SIXTH FORM EDGE TUTOR GROUPS

Tutor Group	Tutor
12S- DBR	Mr.D. Bourne
12S- JPH	Ms.J.Phillips
12S - TAL	Mr. T. Allcroft
12S- NMC	Mr. B. Moore
13S- VED	Ms. V. Edwards
13S-NMC	Ms. N. McFarlane
13S- REH	Miss. R. Hedderley
13S- RMA	Mr R. Marsland

SIXTH FORM DRESS CODE

The dress code must be adhered to at all times whilst on the school site:

- Students are not required to wear a formal uniform
- Young men are expected to wear a shirt and tie, with a jumper if required, smart trousers, smart shoes.
- Young women are expected to wear a shirt, blouse or jumper, a smart skirt or trousers, smart shoes
- Students studying practical subjects need to be aware of further health and safety requirements applicable to that subject, for example, suitable footwear for a science lab, sports clothing should be changed into for the lesson only.

The following is not permitted:

- Clothing with any slogans or logos
- Clothing that is revealing such as low cut or crop tops, very short skirts or shorts
- Flip flops, trainers or any logoed footwear
- Extreme hair colours
- Facial piercings.
- No hoodies, leggings or jeans

If, in the judgement of the sixth form staff, your clothing is inappropriate you will be asked to make appropriate changes. Repeated infringement will result in withdrawal from the school community to work in isolation until the dress code is adhered to, and in extreme cases parents will be called in to discuss the future of a student's place in the sixth form.

Please consider that this is a place for work in which you will be meeting students and people at all levels and in a variety of contexts. You are expected to be excellent role models for students in KS4 and 5 and, as a sixth former, you will also be representing our sixth form in the community.

SIXTH FORM SAFEGUARDING AND SECURITY OF SCHOOL SITE

For the safety and security of all students, Sixth Form students are expected to:

- Wear an ID badge on a lanyard, visible, at all times
- Not to go off site for the duration of the school day
- Ensure that they register in every period (lesson or study period)

ATTENDANCE & PUNCTUALITY – INFORMATION FOR STUDENTS AND PARENTS

Attendance at Fortis Academy Sixth Form is of vital importance. Of obvious importance excellent attendance will ensure that students have all the curriculum based content and skills they need to help them progress in their chosen courses in order to put them in the best position possible when sitting their exams. High levels of attendance and punctuality are characteristics of students who achieve in-line or above their potential with research showing that poor levels of attendance and punctuality have a detrimental effect on student progress and outcomes. We also know that excellent attendance is one of the most important traits that Universities and Employees look for. If attendance is excellent then it helps to form and instil other important habits and traits in young people such as time management, reliability and resilience. In addition to and of equal importance excellent attendance at our Sixth Form will allow students to build and develop relationships with staff and life-long friendships with their peers. Finally, high attendance allows us to safeguard students and helps us to meet both their academic and pastoral needs.

MORNING REGISTRATION

All students should arrive at 8.50 am to register in morning Edge time. This is compulsory. All students should also register period 4 in the Study Zone if they have a non-contact period 4.

Absence (may still need changes based on staff)

Parents should inform the sixth form office of your absence: 0121 366 6611 Ext 209 or via email s.maund@greatbarr.bham.sch.uk with a reason for the absence and expected return date/time. If your parent wishes to discuss your absence, they should contact the Mrs Maund on the contacts listed above. If you have an appointment or need to leave school at any point in the day you will need to bring an appointment card or letter for your parents and sign out in the sixth form reception area.

EXAMPLES OF AUTHORISED ABSENCE:

- Illness
- Emergency dental appointment (non-emergency after 15:00)
- Emergency medical appointment (non-emergency after 15:00)
- Driving test: Authorised in advance with DVLA letter
- Theory test: Authorised in advance with DVLA letter
- University visits: Authorised in advance
- Study leave: Authorised in advance
- Organised sixth form trips: Notification in advance.

The above may in some circumstances be subject to the approval of the Headteacher Senior Academy.

Examples of unauthorised absence:

- Non-emergency dental or medical appointments
- Holidays (term time)
- Driving lessons
- Repeated non-attendance at required registrations
- Any absence not covered in writing by a parent or phone call
- Attendance at registration but not at timetabled lessons
- Any unauthorised study leave, university visits, trips, etc
- Failure to attend compulsory events organised for you within the sixth form, even if these events are organised during periods when you are not normally being taught.

Lesson Attendance

Lesson attendance will be monitored closely. In the case of lessons being cancelled work will be left by the subject teacher. The sixth form study zone is available for quiet study.

Each student must attend all timetabled lessons and if there is any legitimate and unavoidable reason why a student knows in advance that they are going to miss a lesson, it is their responsibility to speak to the sixth form team to gain permission. Students must also see the relevant subject teachers to collect missed work and complete this in time for the next lesson attended. Students must arrive to every lesson on time with all relevant equipment. Students arriving late to lessons have an impact on the learning of themselves and others and may be asked to leave and report to the Director of Year or Head of Year.

PUNCTUALITY

Punctuality to school is very important. Sixth Form is designed to prepare students for the world of work and university. There can be **'No Excuses'** for poor punctuality and we expect students to arrive to school and lessons on time. Year 12 and Year 13 students are expected to arrive to school by 8.55am. If students arrive after that time, then they are late. All students who arrive after 9am will be required to make up the time at brunch/lunch time and if they fail to attend this they will need to make up the time in after school study support on the same day.

ATTENDANCE MONITORING, SUPPORT AND INTERVENTION

Individual student attendance will be monitored closely by their Edge Tutor. Every week during the 'Tracker Tuesday' Edge session students will discuss their attendance with their Edge Tutor. If there are signs that attendance is dropping then the following steps and interventions set out in the table below may be actioned. At Fortis Academy we want to support our students and families and therefore encourage students and parents to talk to us and engage with us with regards to any barriers that may be hindering a young person's attendance at the Academy.

97-100%	95%-96.9%	93-94.9%	92.9-92%	Below 90%
Excellent No risk of underachievement.	Good Risk of underachievement.	Cause for Concern Greater risk of underachievement.	Serious Concern Serious risk of underachievement.	Extreme Concern Extreme risk of underachievement.
Weekly Edge Tutor conversations during 'Tracker Tuesday' Edge time.	Letter sent home-reminder of importance of good attendance and offer of support.	Individual attendance Plan (IAP) for 4 weeks with Edge Tutor. Edge Tutor parental contact/meeting.	6 th Form Director of Year/Head of Year involvement. IAP for 6 weeks. Parental meeting.	Involvement of SLT/Attendance team via monitoring/reporting and parental engagement. Possibility of not being entered for Summer exams/not progressing to Year 13.

NB-some letters/stages of intervention may occur outside the attendance boundaries shown above if deemed necessary and appropriate.

SUPERVISED STUDY

Supervised study sessions will be supervised by a member of staff, a register taken and is on your timetables. Supervised study is a quiet study area and students will be expected to bring work to complete. The supervised study areas have desks and wireless networks with computers available. Sixth form students should regularly engage in wider reading and the research zone will be resourced with journals, periodicals, magazines and subject specific text books to aid learning. Any other 'non-contact' sessions should be used wisely; the demands of A-Level courses will require a significant amount of additional study time.

Although we are dealing with young adults the school needs parents' full co-operation to monitor your work and effort. Students should expect to complete a minimum of 5 hours of independent study per subject. This may be assignments, reading, extra note taking, consolidation etc. As our average student gets seven hours private study per week written into their timetable this should not work out as an onerous amount to do at home. Good time management and organisation are essential for effective study in the Sixth Form.

If parents are concerned about the amount of work being completed at home, please contact the sixth form, either the edge tutor, subject tutor, Miss Winwood, Mr Walker or Mr Price.

NON CONTACT TIME

Non-teaching (private study) time must be spent in school in one of the designated areas- the study zone or research zone. Students are expected to work in silence/ with minimal noise if working collaboratively. If students are unable to follow the rules regarding private study they will be asked to work with either the Director of Sixth Form or their Head of Year.

BE PREPARED TO LEARN

In the majority of subjects, the expectation will be that students provide their own resources to take notes. This will usually be in the form of an A4 folder, with ruled paper, however some subjects may also use an exercise book which will be provided. In subjects such as Art where specific resources may be required, subject teachers will provide further detailed information.

Text books will be provided for use by Fortis Senior Academy, however it is suggested that students could obtain their own second hand copies of these books on sites such as Ebay or Amazon for their own use at home and for revision/note taking.

GETTING OFF TO A GOOD START

It is imperative that students begin September with a positive mind-set and all induction activities completed to a high standard. Sixth Form staff will have high expectations of students and the jump from GCSE courses to Level 3 is significant. The sixth form staff will be there to support students fully with this transition. The initial two weeks of the courses will inform staff of a student's ability to cope with the demands of the subject.

FORTIS ACADEMY SIXTH FORM – EXPECTATIONS OF TEACHING AND LEARNING

SIXTH FORM LEARNING AGREEMENT

You have made an important decision to study in the sixth form at Great Barr Academy. You will find aspects of both teaching and learning in the sixth form to be different from the ways your learning was organised throughout KS4. The expectations the school has of its sixth form students, and the systems that are in place to support your learning, will also be different to those you have experienced before.

Our expectations of Teaching and Learning in post 16 is outlined below and focuses on what students can expect in terms of teaching from the school. It outlines the academic expectations the school has of its sixth form students and explains the intervention and support that has been put in place for students who experience difficulty in fully meeting these standards. Poor attendance, punctuality and students failing to complete set work on time are the main causes of under-achievement in our sixth form and the school has put in place a range of systems to support you as you make the transition to post 16 study.

EXPECTATIONS OF TEACHING

Key stage 5 subject leaders and subject teachers will organise and deliver courses which will fully prepare you for the external examinations and assessment requirements of the programmes of study you have chosen to follow.

You will be set academic targets and your progress will be regularly reviewed against these. Your teachers will maintain records of your attainment and progress which will be shared with you and your parents / carers so that you are fully aware of what you need to do to progress.

Your subject teachers will provide you with meaningful and challenging learning experiences which will fully prepare you for the internal and external assessments required by your individual programmes of study.

You will be set work on a regular basis and the assessment of this work will indicate ways in which you can improve.

In the event of a known teacher absence you will be set work to complete in order to minimise the impact on your learning. The school will report on your progress to your parents / carers and ensure that there are ample opportunities for you and your parents / carers to discuss your progress.

Your edge tutors, subject teachers and members of the Sixth Form team will provide opportunities to keep you fully informed about your future career pathway whether this is in employment, training or on a further or higher education course.

Your edge tutors, subject teachers and the Sixth Form team will actively encourage and support you as you develop the skills of supported self-study and independent learning.

Your edge tutors will organise and help supervise support and intervention if you are falling behind with the programme of work set by subject teachers or if you are struggling to adjust to the more independent approach to learning in the Sixth Form. Fortis Senior Academy is fully committed to providing you with opportunities for individual guidance on academic and pastoral issues through your form tutors, subject teachers, key stage 5 subject leaders, mentors and through the Sixth Form leadership team.

EXPECTATIONS OF LEARNING

It is expected that you will attend school on all term days, other than when absence is unavoidable. You must schedule holidays so that they do not occur in term-time or disrupt your learning. You should notify

the school by telephone on the first day when you are absent through illness and explain any absence from school to your edge tutor and subject teachers on your return.

It is expected that you attend all assemblies, registration and enrichment sessions as directed by your form tutor. You must attend and be punctual to all classes and activities which make up your Programme of Study. Failure to attend and meet expectations will result in targeted intervention. Persistent absence could lead to a student being asked to leave.

The school day starts at 8.55am. You are expected in at 8.50am, regardless of whether or not you have a lesson period one. The reason for this is twofold. Firstly, it is a safeguarding and fire regulation issue and we must ensure we know exactly who is on site at any given time. Secondly, research has shown that to be a successful A level / Level 3 student, students should maximise their study time and get into a routine of studying throughout the day, and not view non-contact periods as “free”. If you don’t have a formal lesson period 1, you will be expected to register in the Research Zone (same at period 4). The school day will finish at 3pm for students without a lesson period 6. This is to allow them to catch buses away from the rest of the school crowd. Unless using the Research Zone for study or attending extra-curricular activities, you should vacate the site by 4.00pm.

You must complete all work by the deadline set by your subject teacher and complete this to the best of your ability. In addition you must undertake the independent support work and background reading which is appropriate to your courses. You must arrange with your subject teachers to make up any work you have missed through absence. If you miss a deadline for any piece of work your subject teacher will intervene to support you and refer this information to your form tutor who will organise support and intervention to help ensure that you get back up to date. Repeated “slip ups” will result in students being required to attend Wednesday evening study support. Your tutor will review your progress on a daily basis during morning registration sessions in order to support your learning and to ensure progress. You will discuss with your edge tutor and subject teachers at the earliest opportunity any personal and academic difficulties that are affecting your school work. It is your responsibility to ask for help if you are struggling with any aspect of your post 16 experience.

WHAT SUPPORT AND INTERVENTION IS AVAILABLE FOR STUDENTS NOT MEETING THE EXPECTATIONS FOR LEARNING?

In the sixth form there is a programme of guidance and intervention to support students who are not meeting the Expectations for Learning. Through each stage the school recognises that you may at times need individual support and intervention for the more independent demands of post-16 learning. You may require different forms of individually tailored support which is why the post-16 team sets out clear expectations for all aspects of Sixth Form life.

All students will complete a student data dashboard to reflect on progress.

Stage 1 – Learning Conversation and Guidance

Students who are struggling to meet the learning expectations of their subject teachers will be offered support by subject teachers who will contact home and offer appropriate intervention. Your subject teacher will be the main point of contact/ support at this stage.

Stage 2 – Academic Mentor Intervention / Student Impact Report

Should you be unable to meet the targets agreed with your subject teacher you will be referred to your Form Tutor. When your edge tutor receives a concern from the subject teacher they will offer guidance during morning registration sessions which will support your learning. You will discuss a support programme which will include personal action points / targets in place and progress towards agreed targets added to your data dashboard.

Stage 3 – Sixth Form Leadership Team Intervention

If you are unable to meet the revised targets that have been set a meeting will be arranged with you, your subject teacher and a member of the Sixth Form Leadership Team in which your current programme of study and examination entries will be reviewed. At this meeting your Student Impact Report will be completed and targets agreed with your subject teacher and a member of the Sixth Form Leadership team. You will also be issued with a letter and a copy of this will be sent to your parents / carers summarising the agreed targets and consequences of not meeting them.

Stage 4 – Progression Meeting

Should you remain unable to meet the expectations agreed with the Sixth Form Leadership team a meeting with the Director of Sixth Form and your parents / carer will be held. Alternative learning pathways better suited to your needs will be considered and learning expectations agreed. Details will be issued to you and sent to your parents / carers, giving information about this meeting. You may be unable or unwilling to make agreed improvements a meeting will then be convened with the Post 16 Leadership Team at which you may have your place at the school withdrawn. Your parents / carers will have the right to appeal against any decision made by the school at this stage.

(Sixth Form Learning agreement attached to sign and return)

KEY STAGE 5 SUBJECT LEADERS

Subject	Subject Leader	Email Contact
Art	Miss Morrall	a.morrall@greatbarr.bham.sch.uk
Biology	Mrs Watton	l.watton@greatbarr.bham.sch.uk
Business	Mr D Beale	k.ewing@greatbarr.bham.sch.uk
Chemistry	Ms Grewal	p.grewal@greatbarr.bham.sch.uk
Computer Science	Mr Ali	k.ali@greatbarr.bham.sch.uk
English Literature	Mrs Morgans	z.morgans@greatbarr.bham.sch.uk
English Literature & Language	Mrs Morgans	z.morgans@greatbarr.bham.sch.uk
Extended Project Qualification (EPQ)	Miss Winwood	r.winwood@greatbarr.bham.sch.uk
Geography	Mr Bourne	d.bourne@greatbarr.bham.sch.uk
Health and Social Care	Ms Phillips	j.phillips@greatbarr.bham.sch.uk

History	Mr Price	s.price@greatbarr.bham.sch.uk
ICT BTEC	Mr Dutton	k.ali@greatbarr.bham.sch.uk
Law	Ms Edwards	v.edwards@greatbarr.bham.sch.uk
Mathematics	Mr Iyol	m.iyol@greatbarr.bham.sch.uk
Media Studies	Mr Allcroft	t.allcroft@greatbarr.bham.sch.uk
EPQ	Mrs Hill	c.l.hill@greatbarr.bham.sch.uk
Performing Arts	Mrs Hunt	m.hunt@greatbarr.bham.sch.uk
Physical Education	Miss Hayes	c.hayes@greatbarr.bham.sch.uk
Physics	Mr Moore	b.moore@greatbarr.bham.sch.uk
Psychology	Ms Phillips	j.phillips@greatbarr.bham.sch.uk
Sociology	Ms Phillips	j.phillips@greatbarr.bham.sch.uk
Level 2 English	Ms Caseem	m.caseem@greatbarr.bham.sch.uk
Level 2 Mathematics	Mrs Sira	s.sira@greatbarr.bham.sch.uk

EXTENDED PROJECT QUALIFICATION (EPQ)

From architecture to addiction, comic strips to criminology and gaming to gothic stories – with an EPQ, you choose what you study!

At Fortis Senior Academy we offer some year 12 students the opportunity to complete an EPQ. This is a stand-alone qualification which is equivalent to 50 % of an A level (more UCAS points than an AS level). The qualification is highly regarded by universities as it involves many of the skills students require at degree level: independent enquiry, research methods, referencing and presentation skills to name but a few. The EPQ is unique in that students have the freedom to choose a topic of their choice and write their own title - it could be an extension of a curricular topic or something that isn't covered by the curriculum at all. The final product may be a written report or students may choose to produce an artefact instead. The lessons take place during a designated timetabled period plus there is an expectation that students will undertake significant independent study in their study periods, students are paired with a member of staff who works with them one-to-one as their supervisor For further information, please contact Mrs. Hill (c.l.hill@greatbarr.bham.sch.uk).

FREQUENTLY ASKED QUESTIONS

What do I do if ...

I am struggling to cope with my studies or meeting deadlines...

Speak to your tutor or Miss Winwood. It may be that we can organise additional supervised study sessions for you or arrange a 1:1 meeting with a subject teacher to provide additional support and guidance. We may also arrange an informal meeting with the Mr Walker to discuss your courses, study skills and the demands being placed upon you.

I am having a tough time and it is affecting me and my work...

Speak to your tutor or Miss Winwood as soon as you can. They will be able to assist you and provide appropriate support and advice to you.

I would like to change or drop a subject...

Arrange a meeting with Miss Winwood and Mr Walker to discuss the options available to you and the implications of your course changes. After the initial two week period, it will be extremely unusual for a student to change courses due to the amount of work that will already have been completed by this stage. If the decision is made that you are going to discontinue a subject, all involved parties (student, subject teacher, parents, Director of Sixth Form) would need to agree that this was the most appropriate course of action for you.

I am struggling with the demands of a piece of work...

Speak to the subject teacher as soon as possible and ask for additional guidance. Staff will be happy to help you and may suggest a short session with them, or some additional reading/materials that could help you.

I need some careers advice or guidance...

Speak to your tutor and make an appointment to meet with them and discuss it. You can also speak to Miss Hackett who will be able to guide you or provide the most appropriate contacts.

I want to leave Sixth Form...

You will need to make an immediate appointment with Miss Hackett. If you do leave you will receive support and guidance from your tutor, Miss Winwood, Mr Walker or Miss Hackett, who will be able to assist you in your transition to an alternative post 16 provider.

PROGRESSION INTO YEAR 13

Students who achieve grades that are close to their aspirational target grades in their end of Y12 exams and are at grade D or above will automatically transition to Y13. Students must have also demonstrated excellent attendance, attitude to learning and role model behaviour during Year 12.

Continuation into Year 13 for students with outcomes at E/U is very much dependent on their future aspirations as well as Year 12 record. All students will have a rigorous conversation regarding pathways and future expectations. Students on vocational courses will have their portfolio grades as well as any exam results taken into consideration. If a joint decision is made to continue into Y13 then an academic support programme will be put in place with clear targets. Failure to meet these targets could result in the student losing their place at college.

Any student who does not meet the criteria for continuation into Year 13 will be offered clear advice and guidance and possibly the opportunity to start Year 12 again. Typically this requires a thorough look at appropriate curriculums and any additional support the College can provide to ensure our students achieve success.

APPLYING FOR THE 16-19 BURSARY FUND

Funding is available for those students who may require financial assistance in order for them to complete their studies. Students can apply for either of the two allowances available if they meet the criteria. Money is kept in school and students can ask for school to use it to purchase things such as a bus pass if required to get to Fortis Senior Academy, text books, revision guides, materials for practical subjects etc.

Who can apply for the Bursary Fund?

There are 2 types of 16 to 19 bursaries:

- A vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups.
- Discretionary bursaries that institutions award to meet individual needs, for example, transport, meals, books and equipment.

Vulnerable Bursary

Students in one or more of the groups below can apply for a vulnerable bursary of up to £1,200. The eligible groups are students who are:

- In care or care leaver.
- getting Income Support (IS) or Universal Credit (UC) in place of Income Support in their own right.

- Getting Employment Support Allowance (ESA) or Universal Credit and Disability Living Allowance (DLA) or Personal Independence Payments in their own right.

Discretionary Bursary

Discretionary bursaries are awards made by institutions to individual students. They are targeted on overcoming the individual barriers to participation a student faces.

Application forms are available from Mrs Maund. Completed forms need to be returned to Mrs Maund, along with the appropriate financial evidence.

We will assess your application and send you an email or letter explaining how much bursary you will receive. **Please note that proof of purchase will be required for all items.**

In order to receive payment for a Discretionary Bursary, you must have an attendance rate of over 90%.

DESTINATIONS

During the sixth form Personal Development days and tutor time students will be encouraged to research their post 18 pathway (Higher Education, Apprenticeships and employment opportunities). Students should maintain an up to date folder of a CV and relevant documentation as evidence. Both University admissions officers and prospective employers will expect to see evidence of all relevant work experience, extended reading logs, leadership experience, academic/sporting/performing arts achievements and other such documentation when considering an application. Throughout our PSHE programme, students will be given advice and guidance on the different post 18 pathway destinations available to them. Students will have the opportunity to visit universities, and explore the options available to them with the support of their tutors and the Sixth Form team.

Employment

All sixth form students will undertake a one week work experience placement during the third week of June. These placements are aimed at ensuring all students experience valuable training which they can evidence when completing University, Higher Apprenticeships, Apprenticeship and employment applications.

Higher Apprenticeships / Apprenticeships

Students will be given on going advice and support with the process of researching Universities courses. Opportunities on offer to support you through your Higher Apprenticeships / Apprenticeships application include:

- Destinations Higher Apprenticeships / Apprenticeships Programme,
- Guest Speakers
- Higher Apprenticeships / Apprenticeships Open Evening – Nationwide,
- Sixth Form Alumni.

University

Students will be given on going advice and support with the process of researching Universities courses. UCAS applications open at the end of year 12 and any students wishing to apply to Oxford or Cambridge, or for any highly competitive courses such as medicine, should be aware that the application deadlines is 16th October. For the majority of other courses and providers, the internal deadline at school will be 13th November to ensure that it is processed by the UCAS deadline. Every University course will have an entry profile on their website and it is essential that students are fully aware of the necessary entry requirements and relevant experience that will be needed in their application.

- Opportunities on offer to support you through your UCAS application include:
- Destinations PSHE Programme – UCAS Applications,
- Parents University Information Evening,

- University Visits
- UCAS Convention
- Sixth Form Alumni.
- University Open Days are extremely valuable in gaining all of the relevant information and the school will actively encourage students to attend these events. More information about open days can be found at www.opendays.com

SUGGESTED EQUIPMENT LIST

- Ring binder for daily school use, with labelled dividers for different subjects and teachers.
- At home, one ring binder or leaver arch file per subject, to put notes into once you have completed a topic.
- Specification for each A level subject, printed and placed in folders.
- Dividers for folders.
- Plastic wallets to keep work and resources in a good condition.
- Pens, pencils, rulers, rubbers, glue sticks, scissors and highlighter pens.
- Calculator (Mathematics, Science, Geography, Psychology, Economics with Business).
- Any subject specific equipment (set texts for English Literature and Mathematics equipment if required).
- Second hand copy of text books (Ebay / Amazon).
- Planner.

KEY DATES

AUTUMN TERM 2020	Date	Event
	21 st September	Confirmation of course selection
	21 st September	UCAS deadline for Medics and Oxbridge (Year 13)
	W/C 28 th September	Year 13 data deadline- review of progress
	3 rd October	Year 12 settling in evening
	5 th October	Folder, book and planner check
	W/C 12 th October	Year 13 reports issued
	15 th October	6 th form open evening
Half Term		
	2 nd November	UCAS Deadline for all students excluding Medics and Oxbridge (Year 13)
	W/C 2 nd November	Year 12 data deadline- review of progress
		PD day 1
	W/C 11 th November	Year 12 reports issued
	18 th November	Parents/ Carers Consultation Evening (Year 13)
	W/C 7 th and 14 th December	Year 13 Mock Examinations
		Year 12 Mock interviews
Christmas break		
	W/C 25 th January	Year 13 data deadline- review of progress
	W/C 8 th February	Year 13 reports issued
		PD Day 2
Half Term		
	W/C 22 nd February	Year 12 data deadline- review of progress

	W/C 8 th March	Year 12 reports issued
	24 th March	Parents/ Carers Consultation Evening (Year 12)
	Easter Holiday	
	W/C 19 th April	Year 13 data deadline- review of progress
	W/C 3 rd May	Year 13 reports issued
	W/C 26 th April and 3 rd May	Year 12 Mock Examinations
	W/C 10 th May	A-Level and Level 3 examinations begin
	Half term	
SUMMER TERM 2020	W/C 7 th June	Year 12 data deadline- review of progress
	14 th – 18 th June	Year 12 work experience
	21 st June	Year 12 reports issued
		UCAS convention
		PD Day 3 Year 12 Parents UCAS and apprenticeship information evening 6pm – 7pm

SIXTH FORM LEARNING AGREEMENT

Sixth Form Students should return to school for the express purpose of acquiring further educational qualifications and developing the personal and social qualities that will enable them to seek a worthwhile career or achieve a place at higher education. All staff at Fortis Senior Academy will help, advise and provide students with high quality teaching in return for their co-operation and adherence to the conditions set out below.

1. Attendance in the Sixth Form is full-time. Permission from a Parent or Guardian must support any absence and Miss Winwood should be informed by email (r.winwood@greatbarr.bham.sch.uk). Students are responsible for informing subject staff if they know in advance that they will be absent, and for completing any work missed.
2. Holidays should not be arranged during term time. It is expected that Dental/Doctors' appointments are not made during the school day. Driving lessons, job interviews etc. must be arranged outside of school hours.
3. All Sixth Form students must be in school by 08:50. Students should arrive punctually for period 1 and for all lessons. If students don't have a lesson period 1 or 4 they will register in the Research Zone. Lateness in the morning will result in a brunch/ lunch time detention. Failure to attend will result in further sanctions.
4. Your time in the Sixth Form is valuable; therefore, non-contact periods are study periods and should be spent productively in the Research Zone, or in supervised Study sessions, or by arrangement with Miss Winwood.
5. You are expected to meet deadlines for assignments and do further reading and revision. If you have a part-time job, it is expected that it will not interfere with your studies.
6. Personal appearance is an important issue and the highest standards are expected at all times. Students must abide by the Sixth Form Dress Code. Sports students should change into sportswear for the sports lessons only.
7. Sixth Form students are expected to set a good example to the rest of the school. Students are not allowed to be offsite during the school day.
8. Silent study sessions will run on Wednesday afternoons and students will be referred for study support as a result of repeated slip ups. These sessions are compulsory.
9. A student's place in the Sixth Form is subject to compliance with the Sixth Form Learning Agreement, co-operation with staff and fellow students, and good attendance.

10. Students with below 90% attendance are deemed to be persistently absent by the government and therefore the school may not pay for any exam entries.

I recognise and support the Fortis Academy values and my position as a role model in the school community. As a member of the Sixth Form at Fortis Academy, I will take every step to become a successful learner.

Student's Name: _____ Signature: _____

Date: _____