



**BISHOP
CHALLONER
SCHOOL**

2024/2025

SIXTH FORM SCHOOL

HANDBOOK



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Welcome to Bishop Challoner School Sixth Form

When you join Bishop Challoner Sixth Form, you will be inspired to set extraordinary goals, and be the best you can be.

You will learn in a diverse, ambitious, friendly and supportive environment, focused on helping you gain high-level academic achievements and progress to the UK's best universities and apprenticeship courses.

Staff and student wellbeing is at the heart of everything we do and is enshrined in our mission statement. Bishop Challoner is an innovative, prestigious and highly regarded Sixth Form, where we promote wellbeing, environmental responsibility and purposeful community and social action alongside our Catholic values.

Our mission, vision and ethos will ensure you develop outstanding personal qualities, attributes and opportunities. In line with our motto "Quantum Potes Tantum Aude" we challenge each member of our community to dare to do their very best. You will also develop personal qualities, attributes and opportunities to make a big impact in your career and in the world.

You will receive exceptional pastoral care and expert, innovative teaching. Year 13 students are highly academic and are not afraid to aspire to great success and they will encourage you to do the same.

Once you graduate from Bishop Challoner, you'll have confidence, ambition, self-belief and all the necessary skills and experience to get into university or succeed in a brilliant career path.

You'll also benefit from Bishop Challoner's strong community, alumni and business partnerships which provide you with outstanding access to industry insights, university links, work experience and networks, to ensure your future success.

I hope that you find your time in the Sixth Form stimulating and enjoyable. We will support you to make the most of the opportunities given to you so you lay strong foundations for success in your future life, be it at University, in the world of work and beyond.

Life in the Sixth Form differs from that in secondary school and by being a Sixth Former you will enjoy unique privileges, opportunities and responsibilities. I hope that this handbook provides you with a useful overview of what to expect. Pivotal to your Sixth Form experience will be establishing a successful partnership with the Sixth Form team who include your tutor and your subject teachers, and myself your Head of Sixth Form. We all want what is best for you, so if you do encounter problems at any stage during your time in the Sixth Form, talk to one of us. Don't wait!

The success you have already achieved at GCSE means that you should be somewhat prepared for the challenges that lie ahead, although you should be under no illusion that the time you devoted to your GCSE studies outside of the classroom will NOT be enough for you to be successful at A-Level. You have much to gain from, and give to, life in the Sixth Form. I look forward to following your progress and supporting you in this exciting and crucial stage in your education.

The student learning agreement which is reproduced at the end of this handbook is intended to give a clear understanding of what you and your parent(s)/carer(s) expect from the school and what the school expects from you in return. The summary of expectations should be read in conjunction with the more detailed outline given in this handbook.

On signing the agreement, you demonstrate you have understood your commitment and responsibilities. The signing of this document is your acceptance to abide by these rules and expectations.

The purpose of the Sixth Form handbook is to provide important information on key aspects of Sixth Form life and should be used as a reference manual. This handbook is updated annually. If over the course of the year you have any suggestions for additions or alterations, please feel free to let me know.

Remember:

Head of Sixth Form Mrs Shields : rshields@bcsweb.co.uk

Year 12 Mrs D Cutting : dcutting@bcsweb.co.uk

Year 13 Tutor Mr J Dennehy : jdennehy@bcsweb.co.uk

Do not hesitate to get in touch via e-mail but also speak to us particularly your tutor who you will see on a daily basis.



**Mrs Shields – Assistant Headteacher and
Head of Sixth Form**

Aims and Values

At Bishop Challoner we aim to:

- Recognise each individual as a unique part of God's creation and respect the human dignity of all members of the community;
- Encourage each pupil to achieve his or her full potential in all areas, including academic, creative, emotional and physical;
- Celebrate and value personal success and achievement in all areas;
- Provide a balanced curriculum which is responsive to and supportive of all needs and aspirations, fostering both intellectual curiosity and academic achievement;
- Create a positive and supportive environment where high expectations are the norm;
- Provide high quality teaching by well qualified staff in a disciplined working environment;
- Develop a social conscience towards all members of society - locally, nationally and globally.

School Motto

Our motto 'Quantum Potes Tantum Aude' challenges each member of our community to dare to do their very best.

School Values

Community and service
Celebrate diversity
Faith and spirituality
Forgiveness
Happiness
Honesty
Justice
Love
Respect and responsibility
Trust

Mission Statement

Through faith and a broad education, Bishop Challoner School strives to develop and nurture each child's unique talents.

To Live, Love and Learn like Christ and fulfil their true potential in an ever changing world.



Structure of the Day

Sixth Form students are encouraged to study before the school day begins and this can be done in the school Library, if you come to school before registration time you must sign in at reception.

TIME	SENIOR SCHOOL AND SIXTH FORM	
8:35 - 8:45	Registration	Attendance is compulsory even if you have a study period first lesson. If you are late you must sign in at the reception desk.
8:45 - 9:00	Assembly/Form Time	
9:00 - 9:50	Period 1	
9:50 - 10:40	Period 2	
10:40 - 11:00	Break	
11:00 - 11:50	Period 3	
11:50 - 12:45	Period 4	
12:45 - 1:35	Lunch	Students can earn the privilege of leaving the site during lunchtime, through hard work and community service. Students are reminded that they are expected to act as an ambassador for the school within the local community and avoid engaging in any kind of behaviour which reflects badly upon the school. Failure to do so will result in this privilege being revoked. You must return to school by 13:30pm to be prompt to afternoon Tutor Time.

1:35 - 1:45	Tutor period and PM registration	
1:45 - 2:40	Period 5	Attendance is compulsory even if you have a study period first lesson. If you are late you must sign in at the reception desk.
2:40 - 3:35	Period 6	
3:35	Students dismissed/extra curricular activities	It is expected that Sixth Form students will take on leadership roles supporting the school extra curricula programme. You are also welcome to stay on site and study until 5pm (you must sign in and out at reception).

Students are expected to study in their non-contact periods, therefore you do not have permission to leave the site before the end of the day.



Tutor Time

You will see your tutor twice a day for morning and afternoon Tutor Time. Your Form Tutor is the person immediately responsible for overseeing your welfare and general progress over the next year. Accordingly, it is your Form Tutor to whom you should turn in the first instance if you wish to seek advice or have a particular requirement or difficulty.

Your Form Tutor will help you in the process of learning independently and will play a crucial part in your Higher Education planning, through a process of mentoring you with regards to your studies and progress.

Weekly tutor time timetable

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Whole school assembly	A Level Mindset/Personal Tutor Sessions	Sixth Form Assembly - Chapel	Inspiration/Innovation /Research/Sharing of Interests	Personal reading book required

On the Thursday mornings the Sixth Form will meet together to share inspirational ideas, innovation or research in your areas of interest.

Each Sixth Form student will be asked to prepare a 5 minute presentation on their area of interest and be prepared to take questions.

Each student will do this twice during the academic year.

Pastoral Issues

You will develop a relationship with your tutor throughout your time in the Sixth Form and should therefore speak to them primarily about any issues you may have or when you need assistance. Your tutor is concerned with both your academic progress and your personal well-being.

Tutors will also act as mentors for you to discuss your study skills, time management, preparation for post-18 choices and your general progress throughout the year. Again, these discussions should form part of your tutor periods over the course of the year.

Preparation for your UCAS Applications

You should speak with your tutor regarding how to write applications and discuss with them how best to 'sell' your strengths, skills, personality traits, experiences, and qualifications. This will be essential when completing your applications for university or the world of work in Year 13.



Term Dates 2024 - 2025

Spring Term 2024

WHOLE SCHOOL RETURNS - Monday 8th January 2024

HALF TERM - 12th - 16th February

PUPILS BACK TO SCHOOL - Monday 19th February 2024

SPRING TERM ENDS - 28th March 2024 (normal time)

STAFF INSET DAY - Monday 15th April 2024

Summer Term 2024

WHOLE SCHOOL RETURNS - Tuesday 16th April 2024

HALF TERM - 27th May 2024 - 31st May 2024

WHOLE SCHOOL RETURNS - Monday 3rd June 2024

LAST DAY OF TERM - Friday 5th July 2024 (12 noon)

Autumn Term 2024

(Monday 26th August – BANK HOLIDAY)

INSETS - Wednesday 28th August – Friday 30th August

WHOLE SCHOOL RETURNS - Monday 2nd September

HALF TERM - Friday 18th October 4pm – Friday 1st November

WHOLE SCHOOL RETURNS - Monday 4th November

TERM ENDS - Friday 13th December (12 noon)

Spring Term 2025

INSET - Friday 3rd January

WHOLE SCHOOL RETURNS - Monday 6th January

HALF TERM - Friday 14th February 4pm – Monday 24th February

TERM ENDS - Friday 4th April (noon)

(Easter Weekend: Good Friday 18th April to Easter Monday 21st April)

Summer Term 2025

INSET - Tuesday 22nd April

WHOLE SCHOOL RETURNS - Wednesday 23rd April

HALF TERM - Friday 23rd May 4pm – Monday 2nd June

TERM ENDS - Friday 4th July (12 noon)

UCAS timetable

June of Year 12: UCAS Day - A day will be dedicated to beginning the application process, creating your online UCAS accounts and beginning to become more selective about your shortlist.

July of Year 12 – October of Year 13: completion of the online application form, the personal statement and the staff subject references. You are entitled to read these references. The prediction grades and the references are as positive and supportive as possible, but they must also, of course, be honest, accurate and fair. It is up to you to demonstrate your qualities, abilities, and potential during Year 12.

Oxbridge and Medical applications must be sent to UCAS by the deadline of the 15th October. The school's target for all other applications to have been sent off to UCAS is the October half term holiday in Year 13. However, the official deadline is January 15th.



Which Week?

WEEK BEGINNING	WEEK	WEEK BEGINNING	WEEK	WEEK BEGINNING	WEEK
04-SEPT	A	18-DEC	HOLIDAY	01-APR	HOLIDAY
11-SEPT	B	25-DEC	HOLIDAY	08-APR	HOLIDAY
18-SEPT	A	01-JAN	HOLIDAY	15-APR	B
25-SEPT	B	08-JAN	B	22-APR	A
02-OCT	A	15-JAN	A	29-APR	B
09-OCT	B	22-JAN	B	06-MAY	A
16-OCT	HALF TERM	29-JAN	A	13-MAY	B
23-OCT	HALF TERM	05-FEB	B	20-MAY	A
30-OCT	A	12-FEB	HALF TERM	27-MAY	HALF TERM
06-NOV	B	19-FEB	A	03-JUN	B
13-NOV	A	26-FEB	B	10-JUN	A
20-NOV	B	04-MAR	A	17-JUN	B
27-NOV	A	11-MAR	B	24-JUN	A
04-DEC	B	18-MAR	A	01-JUL	B
11-DEC	A	25-MAR	B		

We operate a two-week timetable so it is essential that you are aware if it is Week A or B, so that you are prepared for your lessons.

Expectations

From you, the Sixth Former, the school expects:

- Excellent attendance (96% and above) and punctuality
- Good study habits organisation and completion of all work set (7 hours independent study per subject, per week outside of lesson time is the minimum requirement for A-Level study).
- Appropriate use of study periods.
- Background reading and constant reviewing and updating of class notes.
- Attendance at all calendared events, including work experience, school assemblies, open evenings and prize giving.
- An appropriate balance between schoolwork, part-time employment and socialising.
- The very best behaviour and dress sense (in line with the school dress code), as Sixth Formers must act as ambassadors for the school to visitors and members of the public.
- You to maintain Sixth Form areas ensuring they are litter free, (use the bins provided) and only eat and drink in those areas permitted.
- When you accept a place in the Sixth Form you automatically agree to accept and abide by our rules, obligations and the expectations that go with it.

From your parent(s)/carer(s) the school expects them to:

- Ensure your good attendance (above 96%) and punctuality.
- Keep the school informed when appropriate and relevant.
- Monitor the balance between your schoolwork and other interests.
- Monitor your progress by asking to see your work, assessments, grades and reports.
- Be aware of your courses' requirements.
- Attend parents evening and other meetings if possible.

You and your parent(s)/carer(s) should expect:

- Provision of an appropriate learning environment.
- Provision of high-quality learning opportunities.
- Academic monitoring, mentoring and target setting to assist Sixth Formers in reaching their full potential.
- Identification of underachievement and intervention where necessary.
- Formal and informal reporting to parents.
- Help and advice for Sixth Formers applying for Higher Education routes.
- Extra-curricular and enrichment opportunities both in and out of school.

Attendance and Punctuality

Regular attendance at school is essential in the sixth form and will have a direct impact upon achievement. Teachers do their best to help pupils catch up with work they have missed but work set for absent pupils to do at home is never as effective as work done in class; pupils do need the support of the teacher in their learning.

Your parents must notify the school by telephone or email on the first day of absence and let us know when we are to expect you back in school.

Family holidays in term time are not allowed. If it is essential for you to travel during term time, you must obtain permission from the Headteacher at least two weeks in advance.

Attendance will be checked weekly by your tutor. It is very important that you arrive on time. We expect students to be on the school site by 8.30 at the very latest.

We live in a city in which there is a great deal of traffic congestion and an unreliable public transport system and you should allow for this when planning your journeys. Pupils who arrive late must immediately report to the Reception Desk and sign the "Late Sheet", explaining why they are late.

Contact time with your tutor is vital to your success in the Sixth Form, so, apart from reasons of illness or other exceptional circumstances you should not absent yourself from school, even with parental permission. Remember that your attendance record will always be referred to in any reference the school is asked to supply to universities or employers.

Attendance and punctuality are your responsibility: you need to be aware of your attendance figure. An attendance figure of less than 95% is an issue, less than 90% is a cause for real concern.

If you are repeatedly late arriving to school, your tutor and Mrs Shields will speak to you initially and discuss with you how we can support you to rectify and reverse the trend. Your parents will also be informed at this stage. Failure to improve your punctuality record will lead to you being placed on attendance and punctuality report, (you will lose the privilege of being able to leave the school site at lunchtimes). Being punctual is an important skill that you must learn to acquire and maintain prior to you joining the world of work. A poor punctuality record at work will likely lead to dismissal.



Dress Code

All Sixth Form students are expected to maintain a smart appearance in keeping with a formal, working environment. All Sixth Form pupils are role models for younger pupils and hold key leadership or mentoring roles across the school.

Boys

Formal shirt with a collar

Tie

A formal, tailored suit

Formal plain leather or leather type shoes/boots

Clean shaven

Hair should be neat and tidy with no extreme hairstyles

Sensible hair colour

Girls

A formal trouser, skirt or dress, tailored suit

Skirt to be a sensible length

A formal blouse or tailored top/jumper with sleeves to ensure shoulders are covered

Formal leather or leather type shoes/boots

Hair should be neat and tidy with no extreme hairstyles

Sensible hair colour

One pair of stud earrings allowed

You are no longer required to wear a school uniform, but the dress code is designed to promote a positive and responsible image of the school and ensures that your appearance is smart, sober in style and colour and professional. In relation to the above, the Head of Sixth Form will make the final decision about the suitability of any items of clothing, if you have any questions please ask.

PE KIT

Students are required to purchase a school PE T-Shirt and tracksuit bottoms – the school branded tracksuit top is optional. The PE kit is available from OZ Schoolwear <https://ozschoolwear.co.uk/bishop-challoner-school/>

The uniform shop encourages you to order this as soon as possible as the t-shirt is a custom made order.



Independent Study Periods

You will have several study periods during the week, the number of which will depend on your A-level subject choices and the number of A-levels you are taking. Study periods are exactly that, they are not free periods. The expectation is that this area is akin to a library environment, whereby students spend most of their time engaged in silent study. Where there is a need to engage with another student, it should be done so quickly and quietly to minimise distraction to others. It is not an excuse for an elongated chat. You must attend all these sessions, the common room is a social space for break and lunchtime only.

How to make the most of your Study Periods and Form Tutor time: Come prepared for them!

You should make a point of discussing the most effective use of your study periods with your subject teachers, as they, of course, are the people best placed to give you advice. Some of the most effective general strategies include:

- Going over your classroom notes, organising them and where possible building upon them through further research around topic areas
- Getting ahead of yourself (especially with regards to coursework) and starting to complete work set that day
- Doing extension work, (extra exercises or questions) in the areas you find most difficult
- Reading through teacher's comments on marked work and writing detailed student responses which will benefit your future progress
- Carrying out additional reading (journals, newspapers, case studies, the internet) around your academic subjects
- Completing past papers
- Writing essay plans
- Completing project work

Leadership and Enrichment Opportunities

You are encouraged to take on an active leadership role within the Sixth Form through extra-curricular activities. Here are some of the leadership/enrichment opportunities made available to you exclusively in the Sixth Form:

Student Council

The student council is made up of two representatives from each tutor group. It aims to co-ordinate school affairs and makes the views of the student body known to SLT and the Principal. The council meets on a regular basis and it is the responsibility of the form representatives to feedback to their respective forms what has been discussed / agreed.

Student leadership Team

Including the Head Boy and Head Girl, their deputies and the prefect team represent the leadership group for the student body. All of these positions provide a great opportunity to develop leadership skills. More details will be given to you in September about these schemes.

House Captains and Vice Captains, Sports Captains

As well as these leadership opportunities there also a number of enrichment activities such as The Debating Society and sports teams.

Voluntary work and relevant work experience

We would also like to encourage you to include the equivalent of at least one period of voluntary action a week either inside or outside of school, (either through the prefect system or through a self-organised voluntary or relevant work experience placement) because we feel that this is vital to your development and to the strength of our community. Universities are also keen to see that there is more to you than just academic ability and so this is something which can only aid your UCAS applications in year 13.

EPQ – The Extended Project Qualification

Many of you will be interested in completing an ‘Extended Project’.

We encourage all students to participate in the programme which provides you with an opportunity to extend your abilities beyond the A-level syllabus and prepare for University or your future career. It can also be used to earn extra UCAS points. The course begins in Year 12 and many students will complete the qualification by the Summer term, others will work on their project over the summer holiday prior to commencing their Year 13 studies.

Alongside the support of the coordinator you will be allocated a subject specific tutor from within the teaching staff, you will meet your EPQ tutor on a regular basis to ensure you are on track with your project

The EPQ is a largely self-directed project. By taking responsibility for the choice and design of an individual project, (or an individual role in a group or project) you:

- Become more critical, reflective, and independent learners.
- Develop and apply decision-making and problem-solving skills.
- Increase your planning, research, analysis, synthesis, evaluation, and presentation skills.
- Learn to apply new technologies confidently.
- Demonstrate creativity, initiative, and enterprise.

The EPQ is not for everyone as it is above and beyond your academic commitment in the sixth form. But it is strongly recommended for anyone who is coping well with their sixth form academic workload and who wish to extend themselves further.



Where to go to if you need help.

Whatever the nature of your problem, do not wait to seek help.

Academic problems:

- If the problem is one of organisation of your work, for example, letting things pile up, missing deadlines or not making efficient use of your Study Periods, then your form tutor will be able to offer practical help.
- If the problem is of a subject specific nature, lack of understanding of a topic or a feeling that you are being overloaded with conflicting work deadlines, then talk to your subject teachers.
- If you are considering changing courses, then you should discuss your plans with your parents/carers, then the relevant Heads of Department and finally Mrs Shields to agree and confirm.
- We have an excellent pastoral support system in the school who are all experienced in supporting students through their academic studies.
- We have a school counsellor and should you wish to speak to her you can either ask Mrs Shields to refer you or place a note in her private postal tray held at the reception desk.

Medical / social problems:

- If you feel unwell then you must not just go home. You must report to the teacher due to teach you in that lesson or Mrs Shields or failing this the main reception desk and they will make the necessary arrangements should you need to go home.
- There may be times over the next two years when you feel under pressure and stressed. In such situations you are encouraged to talk to your Form Tutor, Mrs Shields, or another trusted adult. (please see the poster on the next page, this is also displayed around school as a reminder)
- You can arrange to talk in confidence with Mrs Bastin, responsible for overseeing the school's SEN provision.
- If you would prefer not to discuss your problem in a school environment, you should consider making an appointment with your GP or using one of the local youth service help organisations.





Who can you talk to in school?

If you need someone to talk to you about anything you can talk to:

- Your form tutor
- Any teacher
- Our school counsellor
- A Member of Pastoral Team

Your Pastoral Team

Mrs Brooker
Deputy Headteacher
Designated Safeguarding Lead



Mrs Shields
Assistant Headteacher
Head of 6th Form



Mr Lubi
Head of Key Stage 3
Deputy Designated Safeguarding Lead



Mrs Restivo
Head of Key Stage 4



Mr Peck
Head of EYFS
Deputy Designated Safeguarding Lead (EYFS)



Ms Hoyles
Head of Key Stage 2
Deputy Designated Safeguarding Lead (KS2)



Ms Bateman
Head of Key Stage 1
Deputy Designated Safeguarding Lead (KS1)



Ms McCormack
School Counsellor



Or you can speak with someone from Kooth (www.kooth.com) or childline (0800111111)



WE'RE HERE TO
HELP

Essential Study Skills in the Sixth Form

Stepping up from GCSE to A-Level

The step up from GCSE to A-Level work is significant. Most of you will find it difficult at the beginning to cope with the workload or the greater organisation and self-discipline required. If you find that you are spending much more or much less time on your studies than the amount recommended, you must discuss the situation with your tutor.

Let's be honest, the thing to remember is that most of you will have achieved good or very good GCSE results. **The same will not happen at A-level** unless you work harder and this is a fact. You cannot underestimate the level of study and effort you must put into your work at A-Level too be fully successful.

Need to be self-disciplined and organised

In the Sixth Form, work is often set a week or more in advance of the day it is to be handed in. Good organisation and time management are therefore essential if you are to get work in on time and do it to the best of your ability. It is more important than ever that you prioritise your academic work: leaving things until the last minute is a recipe for disaster.

In the Sixth Form you should be doing at least seven hours of work a week in the first year in each subject, moving up to eight hours for each subject in year 13, in order to achieve your potential.

The “I-have-no-work-to-do” fallacy

The amount of time you spend on the homework which is to be handed in for marking is likely to be much less than the seven weekly hours recommended but **you never have “no work” to do.**

The volume of content is much greater at A-Level and you will need to be consistently returning to your class notes and re-reading or reading ahead in your textbook or course materials. The “A” in A-Level is for advanced level study, you should notice a significant difference in the level of study you now do compared to GCSE.

We cannot overstate the importance of wider reading around your subjects at this level, to broaden your knowledge and deepen your understanding, but also to improve your prospects in your university applications.

The A-level courses

All specifications in all A-Level subjects have more ‘stretch and challenge’ questions, designed to identify and reward the most able candidates.

At present, standard offers for popular courses at leading universities are typical A*AA / AAA or AAB; but the very top universities (not just Oxbridge) now expect 2 A* grades in the key subjects directly relevant chosen for your degree.

Three general golden rules

- 1. Study little and often from the first day of the Sixth Form.** Although it might have worked at GCSE the *'I'll do no work throughout the year and then make a huge revision effort just before the exams'* technique simply will not work at A-Level. Ask some of the current Year 13 students!
- 2. Divide your time sensibly between subjects.** It is easy to become bogged down in a particular subject if there is a test / exam / project looming in that particular area.
- 3. Seek advice and assistance before things get out of control.** We are here to help. Whether it is your subject teacher, Form Tutor, Mrs Shields, Mrs Brooker, please see someone.

Reading and note taking

Reading is one of the core activities of studying. At A-Level you are faced with three particular challenges:

- The volume of reading.
- The complexity of the material you will read.
- Trying to remember what you have read.

Language difficulties

Reading is more difficult when the author uses technical terms or complex languages. In this situation you should never guess meanings, but instead use dictionaries and subject glossaries to help you with definitions. Keep a note of those definitions.

Active reading

Reading is not a passive activity! You should be thinking about what you read:

- Do you agree with the author?
- What is the quality of the author/s argument?
- Do you have a different point of view?
- What counter arguments could you use?

Taking notes

Clear, accurate and comprehensive notes are vital to A-Level success.

Notes generally fall into two categories:

Those taken directly from the board or dictated by the teacher and

Those you have made yourself.

In some subjects, (sciences, maths, languages etc...) most notes will fall into the first category. There is little point in rewriting or summarising notes of this type. You are better advised to read through your notes once and then try many examples of that type. The second type of notes may need more work. If you have taken notes from a book you need to ensure you haven't simply copied out the whole passage – take just the important points. Highlight key words that will trigger your memory.

Notes should:

- Summarise the main theme of an article/chapter.
- Highlight the key ideas and arguments used.
- List out any important statistics/facts.

Notes are best presented in point form or under subheadings with key ideas/points underlined and highlighted. They may contain quotes but beware of copying too much narrative straight from the text. Notes should be detailed enough to cover all the relevant material in a depth necessary for A-Level study, but not too detailed to make revision arduous and overly time consuming. Notes can be made more concise using abbreviations.

Making notes on notes is one of the most effective forms of revision. The action of noting concentrates your mind in revision and allows you to further order ideas and sharpen understanding.

Filing notes in an ordered fashion is a vital skill. Too many students lose notes or are unable to access material when they need it because of chaotic or non-existent filing systems. Treat yourself to some ring binders and box files!

Computers and study

Word processing

In the Sixth Form most of the essay work you hand in can be word processed. It saves you a lot of time as essays can be rewritten, paragraphs moved around with ease and the presentation of your work is vastly improved.

It is strongly encouraged for all project work although students must also learn the art of handwriting with clarity and at speed for examinations. In some instances, the use of word processing is more of a hindrance than a help, so stick to pen and paper when it is more appropriate.

The net as an educational tool

The Internet offers huge scope for research for projects and for general interest. But beware of plagiarism: it is heavily punished at university so get into good habits. Get information on the net from a variety of sources, digest it and produce your own conclusions in your own words.

Textbooks

A school textbook is not enough to help you pass your A-Levels. You must read around your subject. This will help with such things as synoptic papers and research and analysis projects.

Past papers

Probably the most valuable study aid you have. Practising exam skills is invaluable.

Remember: quality comes before quantity. Whilst you need to practise plenty of past papers you should avoid the temptation to rush through them all missing out the bits you can't do. There is absolutely no point in doing ten past papers if you only do the bits that you could do already. Do the paper and practise the techniques but also identify and sort out of problems.

Teachers and homework

There are two main points to homework:

For the teacher to check that you understand the work and have grasped the relevant concepts.

For you to practise required techniques, check you understand the work and can apply these techniques appropriately and accurately.

In the Sixth Form you must ask for help with homework before it is due in if you are finding it hard to complete. There is no point on the day homework is due saying 'Oh I couldn't do these three questions.' You should have contacted the teacher long before then.

The homework process does not finish with the handing in of the piece of work. The crucially important part of the process is sorting out mistakes you have made and learning from them. Why not work on the teacher's comments when you receive a piece of work back and put it in for a remark?

The temptation to plagiarise

For whatever piece of work at A-Level, you must always strive to write in your own words. Do not rely heavily on copying out segments from printed texts because:

Your teacher cannot judge how well you understand the topic and give you appropriate advice and support.

By stitching together segments of meaning collected from elsewhere, your sentences can read very jerkily.

You do not learn about the ideas and terms in the course unless you try to use them for yourself.

You do not develop your own writing style.

It is particularly important that coursework that will be submitted to the A-Level examination board is genuinely your own work. If this is not the case, then you are at risk of being disqualified from all the examinations that you are taking in that session.

Fellow Students

Working with fellow students can be most beneficial. Don't halve your homework load by sharing it with a friend but do your homework individually then share any common problems with a friend to see if you can figure them out between you. If not, then you may find it easier to approach a teacher together.

Taking part in group discussion

In the Sixth Form there is more opportunity for group discussion than at GCSE, you will find that your class size is small and will run more like a university tutorial session. Group discussion is important in helping you articulate ideas and arguments in a clear coherent fashion, building self-confidence and learning to appreciate the views of others and the dangers of dogma.

To make group discussions work, contribute! In any discussion you may occasionally grow confused and unsure of what exactly the discussion is about. Don't be passive, but instead ask for clarification. If a discussion is pre-planned, then prepare for it and don't forget to show tolerance towards the views of others even if you disagree with them.

Revision

1. Get yourself organised

- Plan out a realistic revision timetable - and stick to it!
- Address extra-curricular dilemmas, e.g. part-time job versus revision. As examinations approach you must give academic work increased priority, but occasional relaxation is vital!

2. Note taking

- Clear and concise notes are remembered best and make sure you have a complete set of notes.
- Keep your revision notes well organised and don't lose them!

3. Preparing for examinations

- Start revising early enough i.e. months before the exam.
- Revise actively by summarising notes onto cards or into diagrams.
- Revise in about 60-minute sessions (max. limit for effective attention span)
- Practise past questions and papers.

4. As exam day approaches

- Revise during the day so that your mind is used to working in examination hours. You must be at your most alert at 9am not 11.30pm!
- Check examination arrangements.

5. On the day itself:

- Arrive in good time.
- Make sure you have the necessary equipment for the examination.

6. In the examination itself

- Take the time to plan your answer before you start writing.
- Everything you write should be relevant to the specific question asked.
- Write legibly.

The Next Steps: University/Apprenticeships/ Employment

Application to University

A place at a good university is the primary target for most students at Bishop Challoner School. The UCAS application is completed on-line and for most students is completed between September and October in Year 13. Through this process you can apply to up to five universities.

Start thinking early!

Right from the start of Year 12, you should start thinking about what subject you will want to read at university, before you think about where. The choice of course should be your first decision, based on what you will enjoy and be good at. For most students there is no need to consider particular careers at this stage – any ‘academic’ degree course at a university will be recognised and valued by employers.

Choosing a university

The choice of university is a question of individual taste as the range of type, size, location, and prestige is broad.

Although Oxford or Cambridge may seem to be the best, this is not necessarily true in all circumstances, check the league tables for the specific subject you wish to read. Oxbridge courses are highly academic and quite pressurised and only suit a handful of students. You must enjoy studying complex new ideas at a fast pace, being stretched to the limit and doing much more personally directed work than at most other universities.

UCAS timetable

June of Year 12: UCAS Day A day will be dedicated to beginning the application process, creating your online UCAS accounts and beginning to become more selective about your shortlist.

July of Year 12 – October of Year 13: completion of the online application form, the personal statement and the staff subject references. You are entitled to read these references. The prediction grades and the references are as positive and supportive as possible, but they must also, of course, be honest, accurate and fair. It is up to you to demonstrate your qualities, abilities, and potential during Year 12.

Oxbridge and Medical applications must be sent to UCAS by the deadline of the 15th October. The school's target for all other applications to have been sent off to UCAS is the October half term holiday in Year 13. However, the official deadline is January 15th.

Personal statement

In your personal statement you explain the reasons for your choice of course and provide evidence for your suitability. At least two-thirds of the statement must highlight academic evidence confirming your interest in the degree programme you are applying for. The statement should refer to any relevant work experience undertaken in the previous fifteen months; this is particularly vital for medical applications and should involve much more than a week of observation. The statement also includes details of activities in Year 12 which provide evidence of commitment, initiative, leadership, teamwork, and responsibility.

Given that there is greater competition than ever for university places, a high priority for you as you embark upon your Sixth Form career should be to do all you can to build up your 'CV' through wider reading, work experience and taking on responsibility (e.g. as a prefect or in extra-curricular activities) so you can make your university application stand out.

You will be given guidance within school on how to write your personal statement, but it is good practice to open a word document at the start of Year 12 and keep adding ideas/ relevant information as it occurs to you. When you come to write the actual statement you will have material ready to work with.



Useful Contacts

GENERAL ADVICE AND INFORMATION

National Youth Agency www.nya.org.uk

Youth Access www.youthaccess.org.uk

The Mix www.themix.org.uk

HEALTH, WELLBEING & SUPPORT GROUPS

Asthma Helpline www.asthma.org.uk

Beat-eating disorders www.b-eat.co.uk

CALM www.thecalmzone.net

Carers Trust www.carers.org

Childline www.childline.org.uk

Childnet International www.childnet.com/young_people

Crime Stoppers www.crimestoppers-uk.org

Drinkline www.patient.info/support/drinkir

Mind www.mind.org.uk

Frank Drugs Helpline www.talktofrank.com

Hope Again www.hopeagain.org.uk

NHS Choices www.nhs.uk

Macmillan Cancer Support www.macmillan.org.uk

Missing People www.missingpeople.org.uk

Relate www.relate.org.uk

National Bullying Helpline www.nationalbullyinghelpline.corr 0845 2255787

Rape and Sexual Abuse www.rapecrisis.org.uk

Samaritans www.samaritans.org

Shelter www.shelter.org.uk

The Hideout www.thehideout.org.uk

Useful Contacts

TESS (for girls) www.selfinjurysupport.org.uk

Victim Support www.victimsupport.org.uk

WGN (for girls) www.wgn.org.uk

Young Minds www.youngminds.org.uk

YOUTH INVOLVEMENT/PARTICIPATION

British Youth Council www.byc.org.uk

UK Youth Ambassadors www.ukya.org.uk

Coram Voice www.corramvoice.org.uk

You Think blogs.worldbank.org/youthink

Student Action for Refugees www.star-network.org.uk

FINANCIAL

www.gov.uk/student-finance

www.gov.uk/education

www.moneysavingexpert.com/financial-education

www.moneyadviceservice.org.uk/en/corporate/young-people-and-money-toolkit-yphub

www.moneysense.com

www.turn2us.org.uk

EMPLOYMENT

www.allaboutcareers.com

www.gov.uk/further-education-skills/apprenticeships

www.indeed.co.uk

www.notgoingtouni.co.uk

www.prospects.ac.uk

nationalcarrersservice.direct.gov

Useful Contacts

VOLUNTEERING

Do It www.do-it.org

GVI www.gvi.co.uk

ISV www.isvolunteers.org

Time Bank www.timebank.org.uk

NCVO www.ncvo.org.uk/ncvo-volunteer

Vinspired www.vinspired.com

Volunteering Matters www.volunteeringmatters.org.uk

Voluntary Services Overseas www.vsointernational.org



Student Learning Agreement

The Student Learning Agreement is intended to give students a clear understanding of what they can expect from the Sixth Form and what will be expected of them in return. You should read this agreement in conjunction with the guidance which you have been given in this Handbook. By signing this agreement, you agree to abide by our rules and guidance.

Under this agreement you, the student, agree to:

- Participate in every lesson, take responsibility for my own learning, and respect the right of other students to learn.
- Accept responsibility for my own behaviour and be socially responsible inside and outside of the School.
- Develop confidence in myself, doing everything I can to be an enthusiastic and effective learner and support the learning of others.
- Treat all members of the school community with respect, be courteous and kind to everyone and encourage others at all times.
- Organise myself so that I am always fully equipped for learning and in correct uniform, every day.
- Arrive on time (8:35 am) every day and persist to achieve 100% attendance, but at least 96%.
- Meet all homework deadlines set by the teachers and in the event of an issue, see the teacher before the due date.
- Fulfil any sanctions given, including detentions, in line with the School Behaviour Policy.
- Respect the right of all children and adults to be equally valued in the life of the School whatever their background and to involve myself in the opportunities made available to me.
- Become involved in any extra-curricular and enrichment activities that interest me and give service to the School wherever possible.
- Respect our environment, particularly the common room.

Parents/Carers will:

- Support the school in promoting and upholding the very highest standards of behaviour at all times and support my child to understand the need to follow the School Behaviour Policy and the values of the School.
- Support the school if a sanction, (including a detention) has been issued because of non-compliance with the School Behaviour Policy.
- Attend all meetings about my child, respond to all communications and be involved in the wider life of the school.
- Encourage my child to complete home learning to the best of their ability and provide a regular time and quiet environment for home learning.
- Ensure my child arrives on time every day, not take holidays in term time and contact the school on the first day of my child's absence.
- Ensure my child is fully equipped for learning and wears the correct uniform every day; I understand my child may be sent home if they do not meet the uniform expectations.
- Encourage my child to treat all members of the School and local community with respect and courtesy.
- Encourage my child to participate in extra-curricular and enrichment activities and give service to the School where possible.

Bishop Challoner School will:

- Provide a learning environment that is stimulating, safe and caring which develops thinking skills and habits of learning.
- Make sure all lessons are well prepared and appropriate to each student's needs to develop their full potential.
- Offer a broad and balanced curriculum.
- Set a regular planned programme of home learning that will be monitored and reviewed regularly.
- Let parents/carers know how their child is progressing and make parental contact if we are concerned about their child's standard of work, behaviour, uniform, personal welfare, punctuality, or attendance.
- Welcome parents/carers into the life of the school and keep them informed about work planned for their child.
- Offer a range of additional activities/clubs to enrich every student's experience of life within the school.
- Recognise and celebrate the success of students.
- Deal with any parental concerns promptly via the complaints policy.

Signed:

Student

Parent/Carer

Tutor

CODE OF CONDUCT FOR PUPILS AT BISHOP CHALLONER SCHOOL

At Bishop Challoner we aim to ensure that everyone contributes towards making the School a pleasant place in which to teach, learn and thrive.

1. General Behaviour

Pupils are expected to behave in a considerate and courteous manner at all times, as members of the School, and of the local community. They are expected to show respect to all members of staff, visitors to the School and to each other. All school rules apply to pupils on school premises or off site on a trip or visit.

The School has an Equal Opportunities Policy and expects the highest standards in language and behaviour, and mutual respect between all members of the community. Verbal abuse of any kind, including bad language or shouting is unacceptable in the School. Bullying in any form is unacceptable at the School. Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures and name calling). Allegations of bullying will always be taken seriously.

Good social behaviour is encouraged by the pupils moving round the buildings quietly, keeping to the left in the corridors and on the stairs, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room.

2. Attendance:

Pupils are not allowed to be absent, without permission of the Headteacher, for any reason except illness or emergency; parents should write to the Headteacher well in advance if leave of absence is required for a special reason. Permission is unlikely to be given for family holidays during term time.

Parents should endeavour to make routine appointments with dentists etc. during school holidays or out of school hours. Those leaving for appointments must sign out at the school office.

No-one may leave the school premises during the school day without the permission of a member of the Senior Leadership Team.

Parents should notify the school by phone or email on the first morning of absence and should continue to communicate with the school, daily, during a period of absence. Any pupil not present in registration, and not authorised by parents, will have his/her absence followed up by a phone call, text message or email home. A note explaining the reason for absence should be brought in on return to school. There is a form available in the student planner to record reason for absence. After five continuous days of absence you will be contacted by your son/daughter's form tutor or Head of Section to see how we can help.

3. Dress Code

Correct uniform is to be worn at all times, including the journey to and from school, as we believe that the way pupils look affects their behaviour and their relationship with the local community. In the sixth form, pupils wear a suit and should accessorise as they would for business attire.

Below year 12, no jewellery, other than a watch, may be worn unless it is of specific religious significance and then it must be unobtrusive. In this way, no pupil may discriminate against another or be discriminated against on grounds of religion.

Girls with pierced ears are allowed to wear one plain stud, in each ear lobe, which should be removed or taped for safety reasons during every PE activity. Other jewellery will be confiscated. Long hair must be tied back in the junior department. Hair must be tied back in accordance with health and safety regulations in laboratories and for all practical lessons. Hair colouring and extreme styles are not allowed. Nail varnish and false nails are not permitted. The school reserves the right to decide whether a pupil's appearance is suitable for school.

4. Personal property

Everyone should respect his/her own and each other's property at all times; borrowing is not encouraged.

Everything brought into school should be clearly named.

Money is to be carried on the person at all times or locked securely in a locker: amounts greater than £10 should be deposited in the office.

The school does not accept responsibility for pupils' personal property which is lost, stolen or damaged on school premises, unless negligence by the school can be proved. Unmarked, unclaimed lost property is disposed of at the end of each term.

Equipment belonging to pupils, which is brought into school, is not covered by our School Insurance. Separate insurance is required and should be organised by parents. This is particularly important in connection with musical instruments.

5. Prohibited Items

Any pupil who is found to be in possession of, or involved in the supply, cultivation, use or subsequent distribution of illegal drugs and “legal highs” to another person may be permanently excluded. The introduction of weapons, alcohol, drugs or other illegal substances into Bishop Challoner, or the supply or use during a school trip or exchange visit or on school premises, is regarded as very serious misconduct and will, in most cases, lead to permanent exclusion, even if a police prosecution does not follow. Any pupil or pupils concerned should automatically be suspended and the police notified.

There is a No Smoking policy at Bishop Challoner School applicable to all pupils, staff and visitors.

Chewing gum is not allowed anywhere in the School.

6. Homework

Serious attention is paid to homework which is to be completed regularly in accordance with the homework timetable. Parents are asked to ensure that the appropriate time is spent on this in suitable conditions and to check and sign planners. In case of absence all work has to be made up.

7. Assembly

All pupils are to attend the school assemblies unless excused by the Headteacher after a written request from parents.

8. Environment

Pupils are expected to care for the general environment, both inside and outside, and keep the school free of litter. Form rooms should be kept clean and tidy and notice boards should have well-planned displays. 'Pop' posters are not allowed.

9. Rewards and Sanctions

Our system is proactive, with rewards for good work and behaviour, and provides incentives for pupils to work hard and achieve.

If rules are broken or in case of other misdemeanour warranting detention, this will be set after school. In the interests of good discipline, other punishments may be set as deemed appropriate by the Senior Leadership Team.

A pupil may be excluded for serious contravention of the school rules. In the case of suspension, parents will be invited to school to discuss the situation with the Headteacher or member of the Senior Leadership Team. Suspension could in some cases lead to expulsion if an offence is repeated.

10. Safety

Everyone must check the fire regulations and learn the procedures for evacuating the building.

Safety regulations for all practical lessons, including the wearing of protective clothing and goggles, must be observed. Pupils are not allowed in laboratories or the workshop without staff supervision.

Pupils should not run in corridors or play on staircases. Anything potentially dangerous must be reported immediately to the Bursar.

ALL ACCIDENTS MUST BE REPORTED TO THE SCHOOL OFFICE.

Fire and First Aid procedures are clearly outlined throughout the building. Pupils feeling unwell must report to the office. Any medicines that have to be taken during the school day must be clearly named and handed to the office. All pedestrians must use the pedestrian gates.

11. Mobile Phones, Tablet Devices, MP3 Players, Electronic Games and Laptops

Bishop Challoner recognises that mobile phones can be useful to pupils and parents alike under certain circumstances. However, there are certain mandatory conditions and guidelines which must be followed by pupils who bring in mobile phones. Mobile phones should not be used for social calls, game playing, taking pictures of other people on site, or recording them using mobile phones. Mobile phones in the senior school must be kept securely in a locker and are not to be seen or heard at any time during the school day. In the junior department, any mobile phone should be brought to the school office, signed in and signed out again for security when entering and leaving the school. **Any form of offensive text messaging or 'bullying by phone' (or any form of social media) relating to a pupil or pupils in the school will be treated extremely seriously.**

Pupils are not allowed to access social networking sites whilst at school.

MP3 Players, Tablet devices and Electronic Games are not to be played in school. They should be switched off during the school day and kept securely in a locker. Use of such items during the school day may lead to confiscation.

Laptop computers are only permitted in school with the Headteacher's permission. They remain the responsibility of pupils.

12. Code of Conduct in the Classroom

Everyone takes pride in working in an attractive, pleasant environment.

- We should therefore, respect classrooms and the furniture and property within them. Classrooms should be kept neat and tidy.
- Classes should be allowed to leave a room before the next group enters.
- We should be aware of saving energy by switching off lights or shutting windows when necessary, especially at the end of the day.
- Cupboards and form boards are a form's responsibility and should be kept tidy.
- To keep rooms fresh and pleasant, PE kit should be stored in lockers and books etc in school lockers.
- Bags, or any other items, should not be left in gangways at any time, in the interests of health and safety.
- Repairs should be noted immediately to Stephen Weekes.
- No eating or drinking (except water) at any time in the classrooms.
- The pupil ICT Agreement must be adhered to.

I confirm that I have read and understood this Pupil Code of Conduct and that this signed document will be placed in my personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken.

Pupil Name..... Date.....

I confirm that I have read and understood this Pupil Code of Conduct and that this signed document will be placed in my son/daughter's personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken.

Parent signaturePrint Name (BLOCK CAPITALS).....
Date.....

Bishop Challoner School Senior Pupil Acceptable Use of ICT Agreement / eSafety Rules

Your agreement to abide by the following guidelines ensures your safety and the efficient functioning of the school's ICT facilities:

Definition

The ICT Facilities at Bishop Challoner School are defined as computers, the software, monitors, keyboards, mice, printers, scanners, cameras, camcorders and any other electronic device or item. The ICT facilities at Bishop Challoner School also include: Telephones, mobile phones, fax machines, televisions and DVD players and any other electrical device. Internet and e-mail are also included as ICT facilities.

Copyright

- I will not plagiarise or misuse copyright material (any file that is not solely and entirely your original work).

Misuse of material from the internet in coursework/controlled assessment can lead to disqualification from all public examinations.

Storage Areas and Care of Equipment

- I will be responsible for the 'housekeeping' of my network storage area, which is for saving school work.
- I will make sure my USB is not damaged and will take care to avoid viruses.
- I will use the ICT facilities with care.
- I will avoid interfering with cables and software settings.
- I understand that eating and drinking is strictly forbidden.

The school has the right to review files and electronic communications to ensure that you are using the system responsibly.

Printing

- I will get permission from the teacher before using the colour printer.
- I will only make printouts with permission and take care to avoid wasting paper.

Time wasting

- I understand that the ICT facilities at school, must be used solely for school related work.

The playing of on-line games is not permitted, and is blocked by the web filtering system.

Mobile Phones

- I understand that Mobile phones should not be seen, heard or used in lessons during the day for personal use.
- If I need to use my mobile phone during the day in the case of an emergency I must obtain permission from a teacher.

Online behaviour

- I will only use ICT systems in school, including the internet, email, digital video, mobile technologies, etc., for school purposes. I will keep to the school rules when using my own devices.
- I will not download or install software/program school ICT equipment without permission.
- I will only log on to the school network/ learning platform with my own user name and password.
- I will follow the schools ICT security system and not reveal my passwords to anyone.
- I will only use my school email address when using school devices (if this becomes available).
- I will only send emails that are approved by a member of staff.

- I will make sure that all ICT communications with pupils, teachers or others is responsible and sensible. I will never post aggressive or offensive material on the system or the web at any time.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will never download a program from the internet without permission from a teacher.
- I will not attempt to bypass the internet filtering system.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring the school into disrepute. For example, Social Networking Websites.
- **I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / guardian may be contacted.**

Online Safety at All Times

- I will be very careful about giving out personal information such as name, phone number or address online. I will not post my information in a social network profile so that anyone can see it.
- I will not arrange to meet someone I only know online unless my parent / guardian / teacher has clearly approved of this.
- I understand that online contacts may lie about their identity. I know that information on the web can be unreliable. I will be very cautious about who and what I believe.
- Images of pupils and / or staff will only be taken, stored and used for school purposes in line with school policy. I will not distribute images outside the school network without permission.

- I will support the school approach to online safety and not deliberately upload or send any text, images, video, or sounds that could upset or offend any member of the school community.
- I understand that all my use of school systems is monitored and logged and can be made available to my teachers.
- **If anything makes me uncomfortable or worried, I know that I can share this with a teacher or parent without being blamed.**

This list is not exhaustive and behavior that is deemed inappropriate will be dealt with on a case by case basis.

Senior Pupil Acceptable Use of ICT Agreement / eSafety Rules

I confirm that I have read and understood this Code of Conduct and that this signed document will be placed in my personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken, and/or prosecution.

Pupil Signature.....

Name..... (BLOCK CAPITALS)

Date.....

As the parent or legal guardian of the student signing the above, I give permission for him/her to use the Internet and e-mail. I understand my son/daughter will be held accountable for his/her actions. I accept responsibility for setting standards for him/her to follow when selecting, sharing and exploring information and media.

Name..... (BLOCK CAPITALS)

Parent Signature..... Date.....

Please return to the school office