

READ SCHOOL

SIXTH FORM

PUPIL HANDBOOK

2022 - 2023



| Contents | Page |
|--|-------------|
| Aims and Expectations | 3 |
| A Level Content and Structure | 3 |
| Commitment | 4 |
| Acclimatising to A Level from GCSE | 5 |
| Target Setting | 6 |
| Personal Development: for self and others | 6 |
| Positions of Responsibility in Sixth Form | 6 |
| Classroom Support Assistant Programme | 7 |
| Sport in the Sixth Form | 7 |
| Leith Cookery School programme | 8 |
| EPQ | 8 |
| Enhancement (Extra-curricular Activities) | 8 |
| Duke of Edinburgh Award and Overseas Expeditions | 10 |
| University and Careers Guidance | 11 |
| Sixth Form Dress Code | 11 |
| Responsibilities and Duties | 13 |
| Mentoring | 14 |
| Behaviour and Sanctions | 14 |

Aims

The aim of this handbook is to give you, the student, a comprehensive view of what to expect in the Read School Sixth Form. It lets you know about academic matters, responsibilities, trips, extra-curricular activities and much more.

It is here to act as a guideline to our expectations from you and also what you can come to expect from the school; but also to be used as a ready reference text which allows you to have important information at your fingertips.

Great Expectations

The Sixth Form is, without a doubt, the most exciting stage of school life. Students are studying subjects that they have chosen to study and Read School's small class sizes help to promote effective learning in a structured, supportive environment.

When you choose to join us in the Sixth Form at Read, you are choosing to become part of a culture that is here to stimulate you mentally, culturally and physically, allowing you to enter into your next life stage given the most advantageous start that can be offered. This will mean that if you are going to university, you will have an application that sells your talent and effort to your maximum potential. If, on the other hand, you are embarking on an apprenticeship, traineeship or entering the job market you will be likewise prepared.

A Level Content and Structure

Read School Year 12 students generally study three or four subjects during the year. Following recent A-level reforms, you can take a separate AS-level qualification at the end of Year 12 before dropping the subject or going on to take the full A-level in Year 13; but unlike before, your AS results won't count towards your A-level grade.

For A-level students end of year internal assessments generally replace the external AS examinations at the end of Year 12. These end of year exams, together with internal assessment grades, half-termly reports, and the ongoing assessment of a student's attitude, commitment and classroom performance, are all factors that allow teachers to determine predicted grades for UCAS applications. Parents will be updated on their child's progress at two parents' evenings throughout the year.

Progression from Year 12 to Year 13 is dependent on a satisfactory performance at the internal examinations taken at the end of Year 12.

The number of subjects taken through to A2 level in Year 13 will move to three, or occasionally two.

The following academic subjects are currently offered:

A-level Subjects

Art & Design
Biology*
Business Studies
Chemistry*
Chinese
Computer Science
Design Technology
Economics (new for 2022)
English Literature*
French*
German*
Geography*
History*
Mathematics*
Further Maths*
Music
Physics*
Psychology
Spanish*
Extended Project Qualification (EPQ)

BTEC

Health & Social Care
Sport
Art & Design

Others

Institute of Leadership &
Management (ILM) Level 3
Leith Food & Wine Certificate

For all A-level subjects the Advanced Subsidiary (AS) course can be used as a final qualification that allows the student to broaden their study range. This can be taken at the end of year 12, or as the first half of the Advanced Level qualification, the full 2-year course.

**facilitating subjects – subjects most commonly required or preferred for entry to degree courses and choosing them will keep more options open for you at university.*

As we are a small school, we do have a certain amount of flexibility which allows us to provide the combination of subjects you desire to study.

Even so, we have to carefully band subjects in order to accommodate everyone's choices. It is therefore essential that we know your options as soon as possible in order to accurately and fairly dedicate timetables personalised to your needs. If we receive a later notification of what subject combination you want to study (e.g. after you receive August results) we may not be able to offer you your first choice of subjects, as it has knock-on effects upon other students' timetables.

Commitment

Past experience shows that in order to manage Sixth Form courses, it is essential to have a decent GCSE profile and good study habits.

As well as a steadfast work ethic, we expect (and receive) very high levels of attendance. If you have free periods, you should still be on campus.

This goes for the whole of the year for the Lower Sixth but allows for summer study leave for the Upper Sixth. There is, however, some considerable scope for flexibility for sports' fixtures, driving lessons etc. We like to treat all Sixth Formers as young adults as far as is possible, but it is vital that you sign in or out at Reception as you come on to, or exit the site, for health and safety reasons.

Read School expects Sixth Formers to have a minimum of four grade 5s at GCSE (or the international equivalent), and these to normally include the subjects to be taken at AS level.

We will sometimes take students into the Sixth Form with weaker qualifications, but only if it is believed that we can provide a sensible programme for them and that they will benefit from the experience. Programmes are often tailor-made in situations like these and will likely include some form of extra tuition to bolster students' knowledge, out of normal timetable time.

Acclimatising to A Level from GCSE: a New Work Ethic

The Sixth Form is a huge jump for most students, and many of you will take this to mean that the work becomes more challenging. This is true; but the most difficult thing about adjusting to A Level study, is not usually just the complexity of the subject and the jump in difficulty of the exam papers, but is really about the way in which you manage your independent study. For this reason, in 2021 – 2022 we will be continuing a scheme encouraging the cultivation of good practice, which gets you to think about your work habits and allows you to plan more effectively. This work will be carried out in tutor time for both Lower and Upper Sixth students.

We need to stress the word **independent**, as it is the single most important factor in separating out the happy and successful student from the less successful, less well-motivated student. What is meant by this is that during A Level study, your timetable will often give you the impression that you have more free time than when you were taking GCSEs. It is true, there are more free slots; but these “free periods” absolutely must be used to work on your subjects. You should therefore be studying in all of these free periods, plus about two hours' homework per night in order to reach your potential. If you do not do this amount, you are doing less than the rest of the country, with whom you are competing for A Level grades and university places. The kind of work you can be doing comes into two broad categories:

- **Consolidating existing knowledge**

This means going over the work you have done in class, making sure that your notes are filed away in an A4 folder or electronically. You need a system which allows you to easily access a particular topic quickly.

Also important is that you understand the key words in the title of your latest essay, or that you understand the interpretation of the data from an experiment. Almost no student will understand this information first time. This means you must return to what you have covered in class, preferably whilst you are still at school that day, or later when you are at home.

- **Revision and preparation**

Revising A Level material is of Premiership difficulty compared to the League 2 methodology you might have used at GCSE! A Levels in some ways are the hardest exams you will sit, as generations of us who went before you will testify and not being prepared, or thinking you can revise with minimal effort is a big mistake!

It is imperative that complex thought processes of the type studied at A Level are allowed to “sink in” or move from short term partial understanding into the long term memory, where they become embedded and allow you to feel confident upon entering an exam room.

How do you ensure this happens effectively? Revise properly.

Revision at GCSE for some of you may have meant, reading through your notes and remembering, but this is nowhere near enough for A Level - you have to be able to synthesise information. This

means you have to become good at transferring your knowledge from one problem to another, or think laterally.

A common complaint from less prepared A Level students when coming out of an exam is to say, "I couldn't understand that question because we had never seen that table/diagram/passage before". It is a purposeful decision by examiners that many A Level questions are designed to disorientate students, or at least put them out of their comfort zone, giving them unfamiliar material. Therefore, it is essential to revise NOT by merely reading, but by writing in response to exam style questions as often as possible.

Visitors from universities will attend some of your tutorials. One of these sessions will focus on developing your revision technique.

Target Setting: ALIS (A Level Information System)

We are all used to seeing targets set by teachers for students within various subjects at school and it is useful to get a feel for what we are capable of in the future and fulfilling our potential. This year, We will be continuing with the very useful diagnostic scheme called ALIS, which is an adaptive baseline assessment programme.

The test will be taken by all incumbent Lower Sixth students very close to the start of term, almost as part of the enrolment procedure. The results allow both student and tutor to identify strengths and weaknesses and see how you are likely to perform at A level. Parents are also sent a copy of these.

This baseline test is very much like an IQ or VRQ test, of the kind you will have undertaken in the past, but of a greater complexity. The test is adaptive, so will adjust according to how successful the student is at handling problems of increasing complexity; actually during the test. This means the time taken to complete it ranges from around 30 minutes to 45.

There are linguistic vocabulary puzzles, mathematical logic puzzles and spatial puzzles of the type you can find in online IQ tests. These tests help to generate a MAG (Minimum Attainable Grade) score. This, along with your GCSE grades helps to predict where we think you should be, as well as where you could be, with extra effort at the end of the Lower and Upper Sixth.

Personal Development: for self and others

Being a senior student at Read School brings a number of opportunities, responsibilities and challenges. The involvement of Sixth Formers in school life does much to provide good leadership and to lead by example. You have an important influence on those younger than you. You are seen as being closer to the staff in terms of responsibilities and expectations, rather than as a student. This occurs through the encouragement of Sixth Form involvement in the pastoral and academic care of the younger students as well as through a number of strategies across the school. You will see that this has big benefits for you as well as for those you help.

Positions of Responsibility in Sixth Form

Read School Sixth Formers have the opportunity to take on a role of responsibility, assisting in the wider community of the school. Roles are allocated following an application process not dissimilar to real job applications and, for more senior roles, interviews. Roles include Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl, Prefects, Classroom Support Assistants and Subject Mentors.

All of these roles carry significant responsibility and in order to be effective in them you need to have the following attributes:

- Be 100% reliable i.e. always turn up at the right time and in the right place to fulfil your duties
- Be visibly committed to the Read School community and ethos, your conduct and appearance should reflect a positive role model for others
- Display effective leadership and organisational skills so that you can get things done through working with others
- Have excellent team working and interpersonal skills so that you can support and encourage others
- Be an excellent ambassador for our school

For 2022-2023 the following appointments have been made:

- Head Boy – Zach Lewis
- Head Girl – Dina Wu

Classroom Support Assistant Programme

The CSA (Classroom Support Assistant) programme is a system of allowing you into the classroom for a subject you are proficient in to assist the learning of younger pupils. This is useful for three reasons. First of all, you develop greater self-confidence and confidence in your mastery of your subject and can add this feature to your university personal statement or CV. Secondly; it allows the pupils receiving the extra tuition to learn more, particularly as you may often have covered the lesson content within the last two years, making you the ideal conduit through which to pass on your knowledge and skills. Thirdly, the teacher benefits too, as he/she can concentrate on more areas of general lesson delivery, when particular individuals' needs are being met. Previously, some Sixth Formers have used their work as a Classroom Support Assistant as a contribution to their Duke of Edinburgh Award.

Sport in the Sixth Form

Sixth Form life wouldn't be complete without the opportunity to participate in both competitive and recreational sport. Sixth Form students have a games afternoon on Wednesdays. Wednesday afternoons provide the opportunity for the School's first teams to practise and play fixtures against other schools. Rugby and Hockey are played during the Autumn term, Football and Netball during the Spring term and Cricket and Rounders' played in the first half of the Summer term.

We are proud of the enthusiastic involvement many of our Sixth Form students provide in the sporting arena, where a very useful working relationship has been formed between the teachers, students and parents in the training of teams during the rugby, football, hockey and netball seasons. We are very pleased with the level of commitment and organisation our students demonstrate in helping the boys and girls enjoy their sport.

First Team

You are encouraged to be part of one of the first team squads and to participate in sport at a competitive level. In doing so you will help cultivate important life skills such as communication, team work, commitment and organisational skills and also help nurture the necessary skills to develop strategies and appropriate work ethics that will provide success in the future.

The first teams and their members are also setting the standard and providing the role models for aspiring sports stars lower down the school, thus its importance can be seen by all. We want the incumbent Lower Sixth to continue the success you helped to generate in Year 11. Now you will find your responsibilities and authority will grow much greater, as you will be the students who inspire the younger team members to greater efforts. *You* become the role models!

Recreational Sport

The Wednesday games afternoon also provides those students who may not possess the necessary skills to represent the school at first team level with an opportunity to participate in sport on a more recreational level. Here, students have the chance to participate in badminton, basketball, table tennis, volleyball, weight and fitness training, running, football and softball. They are offered instruction and coaching and may want to organise small tournaments and matches amongst themselves, but more often it gives them the chance to play some sport and participate in some physical activity. This helps them realise the importance of physical activity and to develop the habits required for maintaining a healthy active lifestyle.

Drax Sports and Social Club Gym Membership

Read School Sixth Form students benefit from a reduced gym membership rate. Further information about this is available from your sixth form tutor.

Coaching Experience and Qualifications

Sport in the Sixth Form is also about passing on skills to the younger pupils of the school. Sixth Formers with an aptitude for sport are encouraged to be Assistant Coaches with the junior teams in the school. They will be assigned to a junior team and will take warm up sessions, provide skill demonstrations and help coach skills to individuals; they may also help on match days, refereeing, umpiring or coaching. Not only do Sixth Form students provide the coaches with valuable assistance they are also developing a whole new skill set for themselves. The organisational and communication skills required to set-up and lead training sessions are transferable to most future life and work situations, and thus the role of assistant coach is a very valuable one.

Sixth Form students involved in sport or team events are expected to wear School PE and Games Kit. Boys should wear any of their first team shirts or black/green reversible school sports top, black shorts and black/green socks. Boys playing sport in the Sports Hall are expected to wear School PE Kit. Girls should wear PE kit, first team shirts or black school sports top, black skirt or black tracksuit trousers. Whilst the atmosphere in Sixth Form sports sessions may be more relaxed, kit standards and expectations are still to be maintained.

Sport at Read is an important part of school life and it certainly continues and thrives in the Sixth Form.

Leith Cookery School of Food and Wine

We are delighted to announce that Read School has now been awarded 'Leiths Academy' status and will be offering the Leiths introductory certificate in Food and Wine to Years 12 and 13 students wishing to study this qualification alongside two further A- levels.

Introductory Certificate in Food and Wine

This course is accredited by CTH (Confederation of Tourism and Hospitality) as a Level 3 qualification so successful students are eligible for UCAS points.

By the end of the course, whether going on to fend for themselves at university, cook for friends and family or cook professionally, students will have developed the skills, knowledge, confidence and enthusiasm to enjoy a lifelong love of food and cooking.

For students with professional ambitions, the successful completion of the introductory Certificate is a fast track to the Leiths Two Term Diploma, a culinary alternative to university.

Extended Project Qualification (EPQ)

Read School recently introduced the Extended Project Qualification (EPQ) as an additional subject option for sixth form students. The EPQ allows you to embark on a largely self-directed and self-motivated project.

The Extended Project Qualification (EPQ) is independently researched, produced and presented by pupils and is highly valued by universities. It is a standalone qualification separately recorded on the UCAS form. Students undertake the EPQ as part of the core Upper Sixth Form curriculum. It is awarded grades from A* to U in the same fashion as A Levels and carries UCAS tariff points to the equivalent of half an A level.

The EPQ indicates not only achievement in a subject but also the development of valuable skills, aptitudes and personal qualities.

A project topic may be directly related to your main study programme but should look beyond the specifications.

The EPQ can help students develop and demonstrate a range of valuable skills through investigating a topic in more depth.

Universities look positively at an EPQ and value its rigorous academic content and promotion of independent study and higher order thinking skills.

Students at Read School start the EPQ in Lower Sixth and complete it around Christmas time of Upper Sixth.

Enhancement (Extra Curricular Activities and Trips)

We are involved in a number of activities designed to promote the all-round experience of being a Sixth Former and these include;

Team Building Experience

At the beginning of the year, we like to ensure that the Lower Sixth get the chance to bond with the Upper Sixth, and that all new students get the chance to integrate and feel part of the team. A Team Building experience is arranged for the early part of the term.

Guest Lectures

In addition to the examination subjects offered, there are a number of guest lectures scheduled over the year. These are designed to promote a greater awareness in our students of the world at large. They are from a diverse range of topics, the ethos being that they should be useful and fun! They take place in various venues around the school and utilise expertise from speakers both external and internal to engage the students. Recent topics have included:

- Budgeting at University
- Drugs and Alcohol – their effect on the body
- Making an Oxbridge application
- Life as a modern journalist
- Marketing the Mini Clubman
- ‘The Scent of Death’ – investigating murder in the 21st century

Other Responsibilities

Our Sixth Formers involve themselves in school life by: acting as sports captains, providing sports coaching to younger pupils, working as assistants in classes with younger pupils, as officers in the CCF (Combined Cadet Force), taking part in musical performances or drama productions and also as senior prefects. They are also important guides to visitors to the school on Open Days and at other public events.

“I have enhanced my communication skills and confidence by participating in the school production, and due to Mrs Maunsell having faith in me, I gained more confidence on the stage and performed a great show for the audience.” Nic Lee, Deputy Head Boy (2018-19)

Whilst we are keen to encourage our Year 11 pupils to continue their Sixth Form studies at Read, we welcome equally applications from local day pupils and boarding pupils from the UK and overseas. We currently have students from countries as diverse as Azerbaijan, China, Indonesia, Germany, Italy and Malaysia, in addition to our local UK catchment. Some scholarships and bursaries may be available to assist with Sixth Form studies.

Duke of Edinburgh Award and Overseas Expeditions

At Read School we are very focused on the holistic development of the student to become a rounded, confident and useful member of society by the time they progress from here. Therefore, all of our students are encouraged to become involved in a large number of extra-curricular activities focused on the physical and mental well-being of the individual, whilst helping others.

“As a member of the Sixth Form, you have the opportunity to participate in the Gold Duke of Edinburgh Award. This is a globally recognised achievement, which attracts attention towards your CV and personal statement application for university” Daniel Phillips, Head Boy (2015-16)

Involvement in the Duke of Edinburgh Award is one of the most desirable extra-curricular activities a university wants to see on an application. Skills can be developed and supported whilst at school and service and residential opportunities can be investigated. Preparation for Silver and Gold expeditions will be provided and an opportunity to complete the final expeditions at these levels will be offered.

Building on these skills, the school has offered Sixth Formers the opportunity to participate in expeditions overseas. Since 2007, we have had expeditions to Malawi, Thailand and Laos, Morocco, Costa Rica and Northern Spain. An expedition to the Indian Himalayas took place in the summer of 2018 but unfortunately the planned expedition to Ecuador in summer 2020 had to be cancelled due to the Covid pandemic. These trips are perfect for Sixth Form students who want to experience first-hand a completely different culture, akin to the type of activity that many students would get involved in as a Gap Year, prior to going to university.

“In July 2014, I went on the expedition to Costa Rica and this was a great way to develop my life skills while at the same time enjoying myself with my friends and forming great new friendships” Megan Hughes, Head Girl (2014-15)

Our foreign language students often participate as student leaders in the European visits undertaken by younger pupils in the senior school.

“The many overseas visits provide great opportunities to build skills such as leadership and teamwork, while also having great fun! This spring I had the pleasure of going skiing in Italy with the school and this allowed me to work as a team within my group, while providing support for the younger pupils.” Matthew Roberts, Lower Sixth (2015-16)

University and Careers Guidance

The Sixth Form is managed by the Head of Sixth Form, a senior member of the teaching staff, and assisted by a number of other teachers who act as tutors. The Head of Sixth Form is Mrs Patricia Kavanagh who may be contacted on headofsixthform@readschool.co.uk

This team aims to provide tutorial support as would be expected lower down in the school, but also to assist in maximising the potential for that all-important university application, with a great deal of time spent on developing your personal statement (Upper Sixth students). It is in this part of your university application or CV that you celebrate all of the achievements and responsibilities gained from enhancement. In addition to monitoring the work and progress of individual students, tutors will also discuss with students their career and university plans and help them to find the appropriate information at the right time.

Any student wishing to study medicine, law, veterinary science or to make an Oxbridge application, will be appointed an individual mentor to guide them through the process.

The UCAS Tariff

This is a simplified version of the system used by UCAS and all UK universities. Students are presented with an offer from the universities they have applied to on the basis of their predicted grades, as supplied by their classroom teachers and the quality of their application and personal statement.

| A level grade | AS points | A2 points |
|---------------|-----------|-----------|
| A* | | 56 |
| A | 20 | 48 |
| B | 16 | 40 |
| C | 12 | 32 |
| D | 10 | 24 |
| E | 6 | 16 |

Sixth Form Dress Code

As a member of the Sixth Form, you will no longer be required to wear the Read School uniform; however, **smart business attire** is still expected. Sixth Form clothing for school should be smart, professional and reflect clothing that would realistically be expected in an office / work environment.

Our extensive careers and academic enrichment programmes mean that sixth form students are frequently meeting with a wide range of professionals. Not only does your smart dress set an example to the rest of the school, it also ensures you are ready for any networking opportunity.

The clothes you would be wearing here to create a good impression with potential employers are most appropriate, as you will often be mixing with members of the public (for instance conducting tours for visitors). This will also enhance your individuality as a corporate group separate from the younger end of the senior school.

Not having a set uniform creates a separation between Year 11 and going off to work where you are expected to dress appropriately at all times.

It is important to always look tidy and well-groomed as there are many visitors around school and the younger years look up to you as an example. The school trusts you to respect the freedom you are given and to dress accordingly.

Sixth Formers should look respectable and smart at all times. Hairstyles should be in keeping with a work environment and hair colour must be natural. Brightly coloured hair and extravagant hairstyles are not acceptable.

Make-up, jewellery and nail polish must be discreet. Visible tattoos or piercings are not acceptable although one small pair of studded earrings is acceptable in line with the dress code for the rest of the school.

Footwear must be smart with, of course, no trainers or casual footwear. Shoes with a heel are permitted as long as it isn't too extreme, although most Sixth Formers prefer to wear flat shoes.

Coats should be dark in colour and have a formal look to them; there should be no bomber or sports jackets or anything that looks out of place. Outdoor coats are not to be worn indoors and should be left in the common room at the start of the day. Dark coloured jumpers are allowed in the winter over a shirt but not instead of a jacket. All jumpers and cardigans should be smart and hood free.

When wearing a suit, you are expected to always wear a shirt and a tie; however, bright colours are not permitted; top buttons are expected to be done up at all times and cufflinks are allowed if the shirt you wear requires them. Shirts must be of a formal style and there shouldn't be any t-shirts in replacement of a shirt. The wearing of denim or corduroy is not allowed at any time.



Smart tailored skirts, trousers or dresses are all acceptable and must be worn with blazers. Skirts and dresses should be smart, reasonably loose fitting and of a reasonable length (aim for no shorter than the knee).

Trousers should be tailored, smart and reasonably loose fitting. All blouses, tops and shirts should be smart and be fastened properly.

During sporting events or Games lessons you are required to wear the appropriate sports attire or first team sports kit.

On formal school occasions such as Commemoration Day, Remembrance Day service and the Carol service, you are expected to wear your business attire as usual. If you are attending the PFA Summer Ball, the correct dress code is black tie and evening wear such as a cocktail dress or ball gown.



What not to wear ...

Short or tight fitting (e.g. Lycra) skirts or dresses
Jeans of any colour, leggings or shorts
Strappy tops, t-shirts, low cut or tight fitting blouses
Hoodies
Denim or leather jackets

Vehicles

Sixth Form students who have passed their driving test are permitted to bring their vehicle to school and park it in the main car park. The permission to drive to school and use the school car park will be rescinded if there are reports of dangerous or inconsiderate driving and use of parking facilities. Students should inform the school office of their vehicle details to allow them to be contacted or identified if necessary.

Having a vehicle on site does not automatically give students the right to freely leave the premises during the school day. The usual expectation that they will be on site from 8.45 am - 16.50 pm still applies. Parents should notify the school of any expected deviation from this, and the student should sign in or out at reception.

Sixth Form drivers should not be taking other students in their vehicles unless the parents of both driver and passenger have agreed to particular shared journeys. If so, the parents should make the school aware of this permission. This is to reduce the likelihood of young drivers being pressurised into making additional or extended journeys.

Responsibilities and Duties

Of course, one of the ways in which you can help the school to run effectively is through your assistance with duties. These are a very important part of your weekly routine, without becoming too time consuming. This means you have to become very vigilant in checking the notice board to find out when you appear on any one of the three or four rotas we use. If you ever miss one, it is noticed, which lets others in the team down, as we are all collectively responsible.

These duties include:

- **Prep Duty.** Assisting staff in the Prep school to look after the wellbeing of the pupils during lunchtime. The Head boy and girl draw up tables of responsibilities fairly, so that all students, Upper and Lower Sixth take their turn
- **Day Duty.** Alongside teachers on day duty, this will usually include assisting staff with the dinner queue
- **Tour Duty.** Ad hoc duty drawn up by a senior prefect who liaises with the Headmistress and her PA to take new pupils and parents on tours of the school.
- **Activities Duty.** Alongside the teacher on activities duty, sixth form will support with academic study of those students in the ICT rooms between 4pm and 4.50pm.

All of these duties are discharged, in the vast majority of cases very efficiently and without demur.

"Being at Read has given me the confidence to represent the school at different events. This has included going to my previous school and talking to their current Year 11 about my time in the Sixth Form. Representing the school and Sixth Form at these events has allowed me to step out of my comfort zone and further my experiences outside of the Sixth Form."

Lizzie Townend, Head Girl (2017-18)

Mentoring

Sixth Form students will be responsible for one or possibly two Year 7 students as they move into secondary education. Mentors will meet with their mentees once a week to discuss their move from primary to secondary; the purpose of this is to develop confidence and alleviate worries the Year 7 students may have moving forward.

Behaviour and Sanctions

Whilst members of the Sixth Form enjoy a range of privileges and freedoms not available to younger pupils, they are still subject to behavioural expectations. Sixth Formers are expected to set a positive example to younger members of the school. These expectations include, but are not limited to:

- High levels of punctuality and lesson attendance
- Meeting deadlines and preparing fully for lessons
- Constructive use of study periods
- Respect for other members of the school and their property
- Adherence to Sixth Form dress code

Failure to meet these expectations will result in sanctions. For initial or minor infractions, the Head of Sixth Form and/or Sixth Form Tutor will speak to the pupil to outline how they have failed to meet expectations and what they should do to improve. If a Sixth Form student continues to demonstrate poor self-discipline, then they will be referred to more senior staff such as the Deputy Head.

Parents will be informed when a student is in danger of being placed in isolation following repeated warnings. At this point, any further infractions will mean the student loses the privilege of spending study periods and/or breaks in the Sixth Form Common Room, and will instead be working alone elsewhere in the school such as a staff office. Where Senior Staff feel it is appropriate, sanctions such as after school or Saturday detentions and exclusions from school may be applied, as they may be for other pupils at Read School.

The Read School Sixth Form staff team look forward to the new term, when we meet students new to the Sixth Form, as well as those of you who are returning to begin the Upper Sixth. We hope you return refreshed and recuperated, ready for action. Much will have been done over the summer to ensure a swift and successful return, ready for the rigours of advanced study and to make the absolute most of all opportunities, both academic and skills-building that are provided in our Sixth Form.

Patricia Kavanagh
Head of Sixth Form
June 2022

