

# Littleover Sixth Form Handbook

2026-2027

**Preparing for the future**

Welcome to the Sixth Form at Littleover Community School.

By choosing to join us, students have elected to enter an important phase of their education and of their personal development. Preparing students for A Levels is our focus but we do not believe that a successful Sixth Form should stop at this.

In essence, the Sixth Form at Littleover Community School has been designed to act as a route to university, the world of work or apprenticeship and training. The centre has been built with this aim in mind. We encourage the students, as Sixth Formers, to accept both the rights and responsibilities of being a young adult.

The main purpose of this handbook is to outline the expectations and day to day routines that make up the life of our Sixth Form. It also explains the ways in which students' growing independence is recognised.

Greater freedom and independence are the main differences between the lower school and the Sixth Form. Responsibilities also change and much more is now expected of students, as senior members of the school community.

We hope that students have an enjoyable and rewarding time with us.



Robert Archer
**HEAD OF SIXTH FORM**

There will be plenty of new things to get used to as you settle into Year 12.

You will find the Student Handbook essential reading.

The list below are the pages to consider reading first as they impact the day-to-day information that you will need in your first week at LCS Sixth Form however please make sure you read the whole document and save it so you can find it in the future.

The Golden Rules are highlighted in the table below.

It can also be found on the website - Student Handbook


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## Who's Who*

**Head of Sixth Form -** Mr R Archer (RJA) **S2**
**Assistant Heads –** Mrs Cairns and Mr Smith **S2**
**Senior Tutor -** Mrs S Senior (SJS) **S2**
**Sixth Form Administrator –** Mrs E Goodman **S1**
**Admin Assistant –** Ms R Goodall **S1**

**Sixth Form Tutors**
Mrs D Craig (DMC)
Mrs S Elliott (SJE)
Dr C Flux (CLF)
Mrs C Harper (CLH)
Dr M Lad (MML)
Mrs L Mason (LAM)
Mrs A Palaiologou (ANP)
Mrs P Seago (PAS)
Mr O Toogood (OLT)
Mr C White (CPW)
(MEC)?

Please remember your tutor is always willing to listen and help you with anything – personal or academic, that may affect you during your two years in Sixth Form.

## General Enquiries

Telephone - 01332 513219 ext.360
Email – sixthform@littleover.derby.sch.uk



## Term Dates

Term Dates

## Staff Inset: Monday 7th September 2026

# 2026

Calendarpedia.co.uk
Your source for calendars

**January**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 1 | | | | 1 | 2 | 3 | 4 |
| 2 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 4 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 5 | 26 | 27 | 28 | 29 | 30 | 31 | |

**February**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
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| 5 | | | | | | | 1 |
| 6 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 7 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 8 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 9 | 23 | 24 | 25 | 26 | 27 | 28 | |

**March**

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| 9 | | | | | | | 1 |
| 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| 12 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 13 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 14 | 30 | 31 | | | | | |

**April**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 14 | | | 1 | 2 | 3 | 4 | 5 |
| 15 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 16 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 17 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 18 | 27 | 28 | 29 | 30 | | | |

**May**

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| 18 | | | | | 1 | 2 | 3 |
| 19 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 22 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**June**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 23 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 25 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 26 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 27 | 29 | 30 | | | | | |

**July**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 27 | | | 1 | 2 | 3 | 4 | 5 |
| 28 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 29 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 30 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 31 | 27 | 28 | 29 | 30 | 31 | | |

**August**

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|---|---|---|---|---|---|---|---|
| 31 | | | | | | 1 | 2 |
| 32 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 33 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 34 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 35 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 36 | 31 | | | | | | |

**September**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
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| 36 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 37 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 38 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 39 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 40 | 28 | 29 | 30 | | | | |

**October**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
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| 40 | | | | 1 | 2 | 3 | 4 |
| 41 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 42 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 43 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 44 | 26 | 27 | 28 | 29 | 30 | 31 | |

**November**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 44 | | | | | | | 1 |
| 45 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 46 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 47 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 48 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 49 | 30 | | | | | | |

**December**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 49 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 50 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 51 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 52 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 53 | 28 | 29 | 30 | 31 | | | |

1 Jan: New Year's Day, 3 Apr: Good Friday, 6 Apr: Easter Monday, 4 May: Early May Bank Hol.,
25 May: Spring Bank Hol., 31 Aug: August Bank Hol., 25/26 Dec: Christmas, 28 Dec: Substitute day

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# 2027

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**January**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 53 | | | | | 1 | 2 | 3 |
| 1 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 3 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 4 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**February**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 7 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 8 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

**March**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 11 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 12 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 13 | 29 | 30 | 31 | | | | |

**April**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 13 | | | | 1 | 2 | 3 | 4 |
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| 15 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 16 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 17 | 26 | 27 | 28 | 29 | 30 | | |

**May**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 17 | | | | | | 1 | 2 |
| 18 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 20 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 21 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 22 | 31 | | | | | | |

**June**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 22 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 23 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 24 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 25 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 26 | 28 | 29 | 30 | | | | |

**July**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 26 | | | | 1 | 2 | 3 | 4 |
| 27 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 28 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 29 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 30 | 26 | 27 | 28 | 29 | 30 | 31 | |

**August**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 30 | | | | | | | 1 |
| 31 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 32 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 33 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 34 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 35 | 30 | 31 | | | | | |

**September**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 35 | | | 1 | 2 | 3 | 4 | 5 |
| 36 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 37 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 38 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 39 | 27 | 28 | 29 | 30 | | | |

**October**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 39 | | | | | 1 | 2 | 3 |
| 40 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 41 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 42 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 43 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 44 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 46 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 47 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 48 | 29 | 30 | | | | | |

**December**

| Wk | Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|---|
| 48 | | | 1 | 2 | 3 | 4 | 5 |
| 49 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 50 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
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## Subject staff

If you are concerned about your work for any reason, it is best to discuss it with your teachers at an early stage. They are always happy to help.

## Monitoring Progress

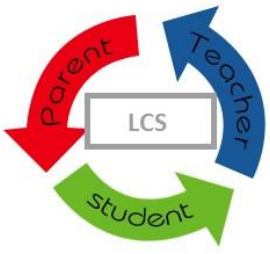
As part of the commitment to our students to ensure they achieve their full potential, we work together to monitor and record progress and to set regular targets. Go4Schools plays a crucial part in this process, with key marks, attendance and behaviour records, reviews and reports all being available to view on the system on an ongoing basis. We would therefore encourage students and parents to check Go4Schools regularly.

Following each formal review/report, students will be encouraged to reflect on their progress and set targets, some students will be invited to attend a review meeting with a member of the Sixth Form team to get help with setting targets if we have concerns about the progress being made.

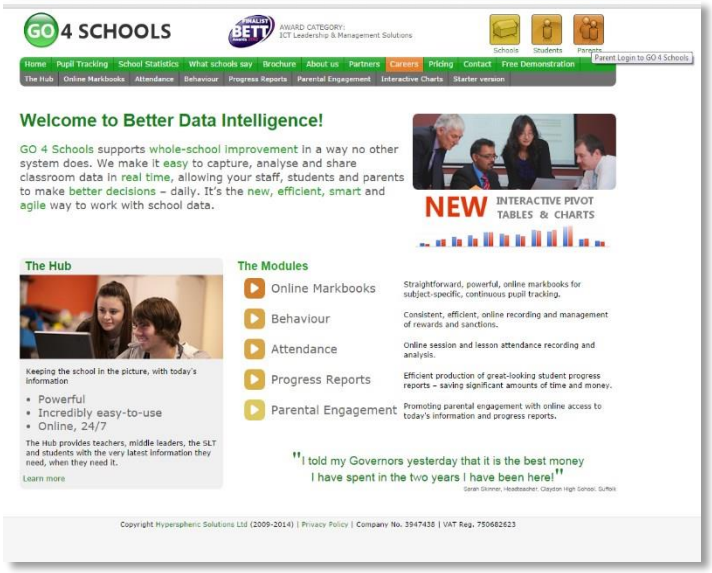
## What about parents?

LCS Sixth Form regards parents/carers as partners providing students with the necessary support during their time in Sixth Form. During both year 12 and 13 parents will be invited to Parents' Evening, and it is expected that they will be able to read their child's report when they are completed. These reports will be viewed online through the Go4Schools system and parents can also view behaviour and assessment records throughout the year using this system.
Any letters home can be also accessed via the school website.
Obviously, student's interests are central, and they will be fully involved in any contact that staff have with parents.

**Any change of address or home telephone number please let Mrs Goodman know by phoning 01332 513219 ext. 360.**
**Likewise, if there are changes in circumstances at home, for example separation, bereavement etc. it is helpful for student's tutors to be made aware so that they are in a better position to help and avoid unnecessary hurt and misunderstandings.**
**Please use the general enquiries information above in the first instance.**



## Go4Schools*




We are always keen to improve our communication with parents and to help with this we are using a system called Go4Schools.

As a parent you can access your child's timetable, recent assessments, attendance data, and reports.

**Please give a couple of weeks for us to update your details following enrolment before trying to register and log in.**

In order to log in to see the information on your child go to www.go4schools.com, click on the parents tab at the top of the page, enter the e-mail address that we hold on school records for you in the first time user box and request a password. Use this to log in to the system.

If you are unsuccessful then either:

A) The e-mail address we hold on school records is incorrect.
B) We do not hold an e-mail address in school for you.

In both cases you will need to send an e-mail message in the following form to school so we can update our system and allow you to access the system

| |
|---|
| Subject : **(the full name of your son or daughter)** |
| Main body of the email: **(Your full name and whether you are the mother, father or carer)** |
| The message should be sent to: **sixthform@littleover.derby.sch.uk** |

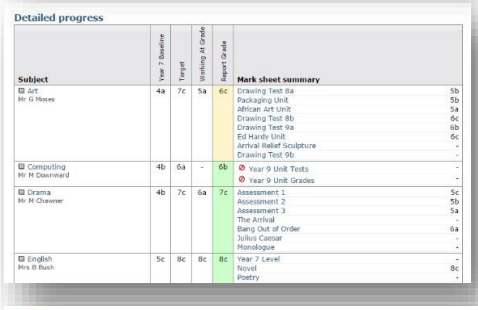
Your child can also register by following the pupil page and then entering their (school) e-mail account. Any feedback on what you see is welcome.

**Are you and your child using it yet?**

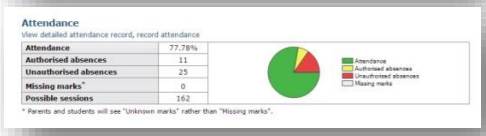
You can see the following information on your child:



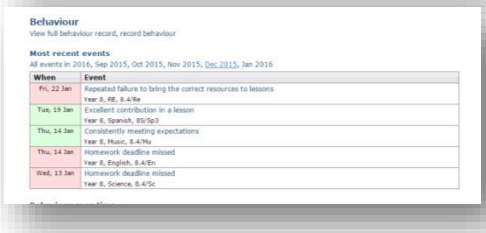
- Timetable details for all classes, every day of the year.



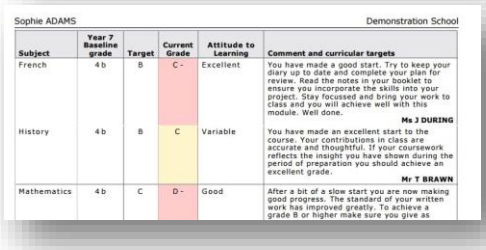

- Latest Assessment information for all the subjects they are studying (updated in real time).




- Attendance Information.




- Updates on good and bad things that have happened in school.




- Most recent and past reports saved in one place for easy access and reference.

If you have not yet registered go to Go4schools.com and request a password by entering the e-mail address, we have on our school records.

If you have issues, please contact sixthform@littleover.derby.sch.uk

# Home – School Agreement*

We want you to enjoy your time here as a student. The aim of this contract is to enable the sixth form, students and parents/carers to work in partnership towards maintaining the values that form the basis for life in the sixth form.

LCS sixth form believes that students are the focus for the work of everyone in the institution. We want to help you realise your potential and success. **All sixth form members are expected to behave with mutual respect, act with integrity and honesty, and demonstrate hard work and commitment. They are also expected to share a passion for learning, have high aspirations and demand high standards of performance and achievement.**

- **Working to the best of your ability**
- **Ask for help when needed**
- **Follow all the school policies (eg. dress code, lanyards and mobile phone use) Students must only ever use their own lanyards to scan in and out of the school gate. Any students who let other students out using their lanyards or leave site without scanning their own lanyard will have their ID badges deactivated so they will not be able to leave or enter the school site other than at the start and end of the school day.**
- **Communicate with peers and staff**
- **Keep to deadlines (homework and handing in letters etc.)**
- **Students will attend interventions in some subjects if the staff feel they are significantly below target (2 or more grades).**

The school reserves the right to withdraw examination entries if students do not meet the expected standards (e.g. miss deadlines for coursework, attendance drops below 90% without clear medical reasons and evidence).

Students studying Maths will be expected to attend after school tutorials of the Maths department identify them as needing to do this.

Students who consistently fail to meet the expectations in Year 12 may not be automatically enrolled into Year 13 and may be expected to find an alternative provider.

**Sixth Form – our commitment**

During your time here, you are entitled, wherever possible to:

- Suitably qualified and experienced teachers and specialist support staff
- Opportunities to take part in a range of social, cultural, recreational and sporting enrichment activities
- Access to appropriate specialist resources
- A pleasant learning environment
- Contact by the sixth form with your parents/carers to report your progress and achievements as well as any concerns relating to progress
- Caring, respectful and supportive staff who will do their best to help and challenge you to realise your potential

**Subject teachers, who will:**

- Provide high quality teaching and learning
- Help you manage your learning, be well organized and punctual
- Set work appropriate to the course, mark it promptly and give helpful feedback

**A personal tutor, who will:**

- Provide pastoral support, including a concern for students' health, well-being and security
- Promote personal development and provide support in developing essential skills
- Monitor attendance, behaviour and academic performance and help identify concerns
- Reinforce the sixth form's commitment to educational and social inclusion

**If something goes wrong:** We will deal with your problems courteously and efficiently. If you are unhappy with any aspect of sixth form life, or our educational provision, we hope that you will raise the issue with us and give us the opportunity to put it right. **An online form agreeing to this will be available at the start of term and kept on file**.

## Sixth Form - the basics*

Timings - School is supervised from 8:15am and closes at 5:30pm, although there is no supervision guaranteed after 4:30pm.

Students should report to their form rooms promptly for morning registration. Electronic Registration then continues throughout the day in every lesson.

| | |
|---|---|
| Registration 8.40am | |
| Period 1 | 9:00 – 10:00 am |
| Period 2 | 10:00 – 11:00 am |
| Break | 11:00 – 11:15am |
| Period 3 | 11:20 – 12:20pm |
| Period 4 | 12:20pm – 1:20pm |
| Lunch | 1:20 – 1:55pm |
| Period 5 | 2:00pm -3:00pm |

Sixth Form study rooms are available for Private Study 7.15am until 5.30pm, Monday - Thursday and until 4.45pm on Fridays during term time and on some INSET days (please ask).

## Golden Rules

1. Attend all lessons and registration punctually
2. Wear your lanyard/ID badge visibly at all times
3. Meet academic expectations (homework, effort, behaviour in lessons)
4. Adhere to the Sixth Form dress code
5. Follow the school's expectations on mobile phone use

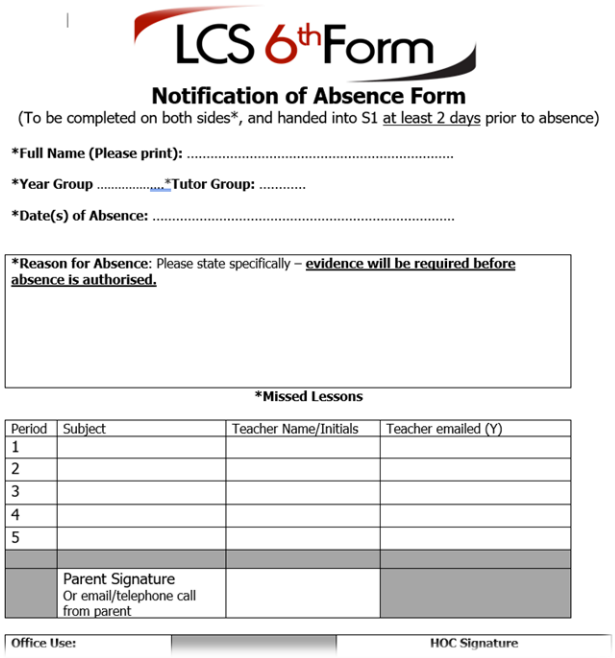
## Absence, Appointments and Attendance*



We expect 95%+ attendance from every student. This level of attendance is necessary to ensure students achieve their full potential in their chosen course.

All students must complete a Notification of Absence Form for any absence 2 working days prior to the absence, that is not a school organised trip. All forms must be supported by some evidence (medical card, email or letter). Digital forms and evidence should be uploaded to this link - Absence evidence
Copies of the Sixth Form absence forms can be downloaded from the Sixth Form area of the school website, student MS Teams area and a digital template is emailed to all students and parents at the beginning of the year. Paper copies are available from outside the Sixth Form Office (S1)

Absences will be authorised unless you hear otherwise.
The Sixth Form Administrator monitors the attendance of all Sixth Form students.



LCS 6th Form

**Notification of Absence Form**

(To be completed on both sides*, and handed into S1 at least 2 days prior to absence)

***Full Name (Please print):** .....

***Year Group** .....***Tutor Group:** .....

***Date(s) of Absence:** .....

***Reason for Absence**: Please state specifically – **evidence will be required before absence is authorised.**

***Missed Lessons**

| Period | Subject | Teacher Name/Initials | Teacher emailed (Y) |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| | | | |
| | Parent Signature<br>Or email/telephone call from parent | | |

| Office Use: | | HOC Signature |
|---|---|---|

## 16-19 Bursary

As you may be aware, the Government has set aside some funding for a Post-16 Bursary scheme which is designed to ensure that students from low-income households are eligible for some financial help towards their studies.

There are five groups of students who may qualify for some funding through the Post-16 Bursary:

- Young people in care
- Care leavers
- Young people in receipt of Universal Credit, financially supporting yourself.
- Young people in receipt of Personal Independence Payment (PIP) in your name and either ESA or Universal Credit
- Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- Household income below £22,000

Application Packs are available from Mrs Goodman

Students who are eligible for Free School Meals (FSM) will qualify for Post 16 Bursary. The FSM form is available at the link below and needs to be returned to Derby City Council, NOT school.

https://www.derby.gov.uk/education-and-learning/schools-and-colleges/free-school-meals/

**Please be aware that if you join Littleover Sixth Form from another school and already receive FSM you must apply again in good time for the current academic year at LCS.**

## Careers Advice

Please remember that the careers library (S15/S16) is open 2 days per week (tbc) during lunchtime and is staffed by Mrs Oversby and Mrs Taylor. They can help with application forms, careers research, advice and CV's.

Careers library (S15/16) – a specialist career advisor is available. Please speak with Mrs Taylor /Mrs Oversby (S11) for more information.



## Car Parking

If students wish to drive their own vehicles to school, they can request a parking permit from Mrs Goodman. This permit will entitle students to park in one of the allocated sixth form parking spaces in the main car park.

Students will be prioritised by those who live furthest away from school.

Students must adhere to the terms and conditions of the permit and must always have the permit displayed clearly.
Any students who do not have a permit must park responsibly away from the site; students without parking permits should not drive onto the school site at any time and parents should not drive onto the school site unless they are collecting a student who is too ill to walk home.

Please do not upset our neighbours on Fresco Drive by parking inconsiderately.

## Communication (Student)*

Being organised and using clear communication with peers and staff is vital in Sixth Form. Much communication will be via email and Go4Schools, therefore reading your emails every day is an important task.

Please remember to use the correct language and grammar when addressing staff e.g. Mr Archer/Mrs Cairns either in person or when using emails.
Please do not use social media speak and when walking around site please be actively listening. Remove headphones/ear pods when addressing staff and when signing in/out.
Headphones and Ear Pods should not be visible in main school only in the Sixth Form Common Room or Study Rooms.

Daily Notices including any room changes are emailed to all students every morning before registration.

## Data Protection Privacy Notice

A copy of our Privacy Notice is available via the school website - https://www.littleover.derby.sch.uk/information/policies-compliance/data-protection

Should you have any concerns please speak to Ms Warren.
You can review this consent at any time by speaking with Ms Warren.

## Digital Devices*

LCS Sixth Form has a policy of not allowing digital devices (mobile phones) to be used in lessons (unless directed to do so by a member of staff) or on corridors. Please comply with this.
You may choose to use devices in the Sixth Form Common Room and Study Areas (for work) but do not use them around school, in corridors or classrooms where your teacher has not agreed for you to do so.
Please set an example of what we expect as you move around school, so younger students (who are not allowed phones on site at all) see sensible role models complying with basic school policies.

We encourage you to use your own devices such as laptops and tablets for work in study areas and lessons where this is appropriate.
If you choose to bring valuables into school including mobile phones and personal laptops, then you must take full responsibility for any loss or damage. However, mobile phones etc. should not be used around the site or in lessons unless your teacher gives you specific permission to do so.

Students not following these procedures will have their phone confiscated and returned to them at the end of the school day in the first instance. If phones are confiscated after a second time, then a parent will be contacted to collect the phone from school.

As you become more independent learners, you may find it easier to transfer work and continue with tasks and complete coursework etc. if you use your own devices.

We provide Wi-Fi in the Sixth Form Common Room and Study Areas to facilitate this. We expect you to use this appropriately and within agreed parameters. Those found to be misusing ICT via our Wi-Fi network or through our own computers will be subject to discipline procedures.

## Dress Code*

The LCS 6th Form dress code is based around the following core principles…

1. Creating a PROFESSIONAL environment for study.
2. Setting a GOOD EXAMPLE for younger students in the school.
3. Being RESPECTFUL towards each other.

LCS Sixth Form's dress code allows members of the Sixth Form to set a high standard in their personal appearance and conduct. All items on the list below may be worn by LCS Sixth Form students:

- Trousers or shorts of a formal/tailored style (not denim or sportswear)
- Skirt/dress of an appropriate length (should be below fingertips when standing with arms by sides)
- Formal shirt/top/dress that covers most of the shoulder (not casual vest tops, crop tops, casual t-shirts, sports shirts, off the shoulder tops etc.)
- Jumper (hoodies are classed as outdoor coats and should not be worn inside)
- Cardigan
- Formal shoes (not trainers/sports shoes although we are prepared to accept plain white or black leather 'trainers' as these have become part of accepted business dress in many areas. The plain white/black leather 'trainers' must be worn with smart business attire and not sports style clothing).
- Jacket or blazer
- Waistcoat
- Tie

All of the above items should be smart in appearance and reflect business/office dress. The following information may also be useful…

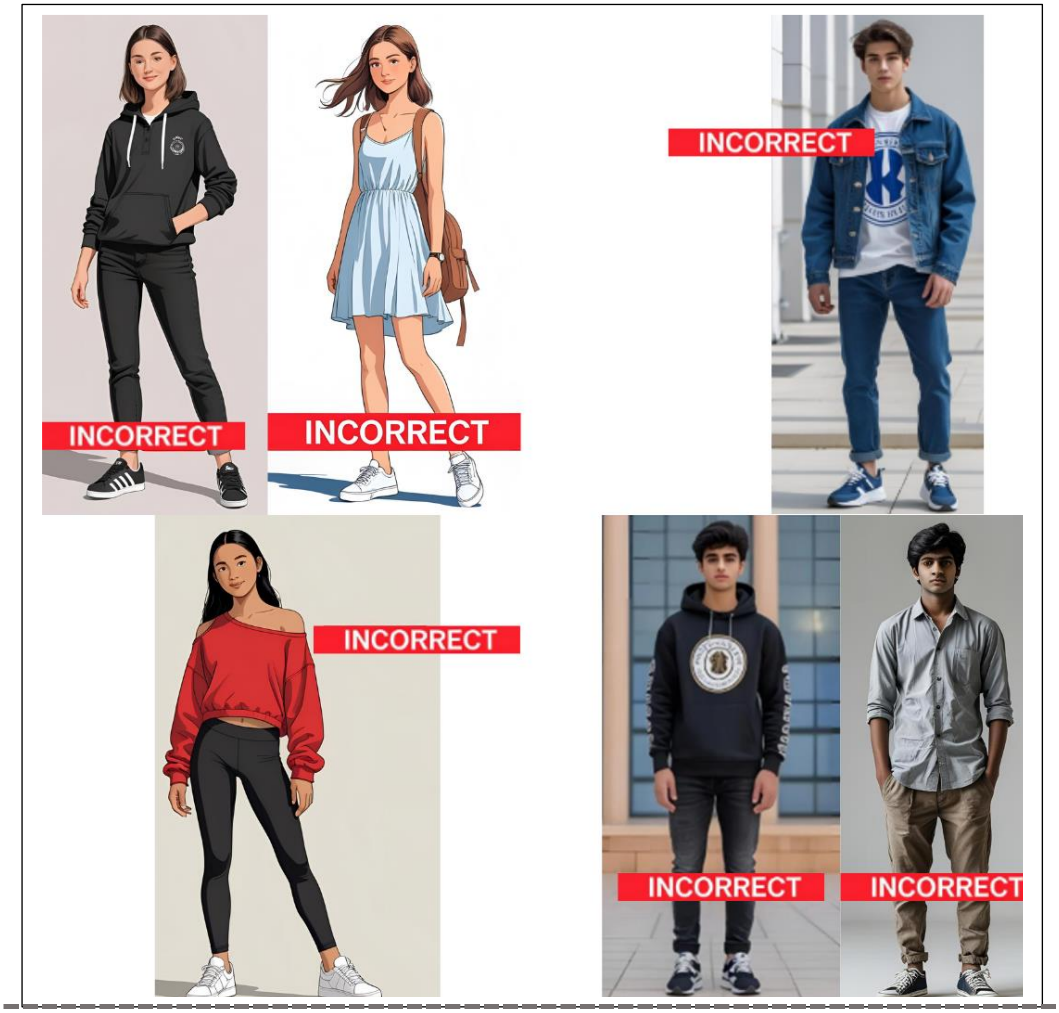
- Coats may be worn but are to be removed once inside classrooms/study areas (hoodies are classed as coats)
- Piercings in each ear are permitted, as well as a single nose piercing
- Where cultural dress is worn such as a hijab, turban, abaya etc., it should be worn in conjunction with the dress code and maintain its spirit.

Please assume that anything not specifically listed above is not allowed. Any clothing with rips, holes or large logos/slogans will not be deemed as being smart and the judgement of the Head of 6th Form will be final on all matters relating to the Sixth Form Dress Code.

Finally, please remember that the dress code in the Sixth Form is a privilege not enjoyed by other members of the school community. It reflects the level of maturity and independence we expect from our Sixth Form students and any student failing to comply with it may be sent home to change. Please see the following pages for some images to illustrate the dress code.






INCORRECT
INCORRECT
INCORRECT
INCORRECT
INCORRECT
INCORRECT

## Employability Award

This award is presented to students at the end of Year 12 if they have demonstrated that they are consistently hard working, well organised and they have completed Work Experience - see page 49.

## Enrichment*

As well as offering high quality academic courses we also believe it is vitally important to offer students other activities to broaden their experiences and enrich their CVs. Therefore, all students will be expected to complete 1 hour of enrichment activities each week throughout Year 12.

There will be an assembly in the first week of term to give you more details about each option being offered.

Listed below are the enrichment options that are typically available to you, although they may change from year to year depending on demand and staff availability.

**Year 12 Enrichment Options – previous years**

| | |
|---|---|
| Ceramics | Mentoring |
| Critical Thinking | Sign Language |
| Debating Club | Space Challenge |
| Duke of Edinburgh Gold | Sri Lanka Project |
| In Class Support | Student Kitchen |
| Indoor Climbing | Volunteering |
| Golf | Work Experience via Unifrog |
| MOOC's | |

Please be aware that in addition to the timetabled enrichment opportunities above there will also be many other opportunities to become involved in positions of responsibility in the school as 'School Ambassadors'.

**In addition to these enrichment options, we expect <u>ALL</u> students to complete 1 week of purposeful work-related learning that is aligned to each student's individual needs and career aspirations before they start Year 13. See page 38.**

**If you complete your work experience during school time you must get the dates approved by inputting the details into Unifrog and completing a Notification of Absence form.**

## Examinations

The Examinations Officer is based in D6. They will assist you with all examination issues. Information nearer to your exams will be posted on the school website.

Public examinations take place during the months of May and June. Before this time, you will be given a printout stating which examinations you have been entered for. It is your responsibility to check that you have been entered for the correct examinations; you must sign this printout and return it in order to receive your examination timetable. Your signature on this printout is confirmation that your exam entries are correct.
There will be notices in the common room (S5) with information such as candidate numbers and dates etc. before the start of exam season.

You will find some hints and tips for exam revision at the back of this booklet.

## Exam Concessions

Learning Support will be in touch if they are aware of any concessions. Please inform the Sixth Form Administrator of any concessions that you received during Year 11 or any changes during your time in Sixth Form.

## Exam Results

A level results are released in August, and we would encourage students to collect them in person. Any unforeseen situations are considerably easier to deal with in person on the day than via email or telephone. Please consider your holiday dates during this time.
AS results will be available on Go4Schools at the end of Year 12.
Students do not need to come into school to collect AS results.

## Fire/Evacuation Bell*

The fire bell is a continuous ring of the school bells.

• Do not waste time collecting personal belongings.

• Make your way quickly and quietly to the 'Assembly Area'.

• Once you arrive at the 'Assembly Area' form a line in alphabetical order and WAIT IN SILENCE.

• The 'Assembly Area' is on the grass area directly in front of S block and the route is posted in each classroom. Please familiarise yourself with the route as this varies depending on what part of the building you are in.

**As we cannot guarantee that there will be staff to supervise you if you choose to stay on site before 8:15am and after 4:30pm, here are a few things you need to know:**

As always…**sign in**

The earliest you can come in to school is **7.15am.** The latest you can be here is **5.30pm**

If there is an emergency, please find a member of staff in **S2 or S1**. If there isn't any staff available there, please go to **Reception, C1, C2 or the Headteachers Office.**

### If you hear the lockdown signal….

- If possible, lock your door, if you cannot do this then barricade the door (e.g. use tables)
- Close all the windows and blinds, leaving the door covering until last and turn off the lights
- Keeping away from the windows and doors find a 'safe corner' to hide under the tables

### If you hear the fire alarm….

Follow normal procedures

Stay calm and exit via the nearest fire exit

Make your way to your fire assembly point and wait for a member of staff to register you

Wait for a member of staff to tell you it is safe to go back into the building

## Food and Drink*

There is a dedicated Sixth Form food service area located in S5 including hot drinks for your use during breaktimes, lunchtime and before morning registration. This is your facility, and the menu and planning are based on your input and the purchases you make. Please support the success of this by purchasing your drinks, snacks and lunch from it.
Food must not be taken into the study rooms, and all litter must be placed in the bins provided. DO NOT leave your IS lessons to use the servery.

If you are eligible for Free School Meals, then you will have £2.90 added to your PPay food account each day (this does not roll over).
Please ensure that if you join LCS from another school that you reapply for FSM as this does not automatically follow you.
We will be informed by Derby City Council (DCC) if you are eligible and the funds will be added to your student account, you will also be informed via DCC.

Student can use the S5 servery by purchasing food using the finger scanner.

We encourage students outside of break and lunchtime to drink water. Please bring a water bottle to fill during the day, plastic cups are not supplied in an act to help our environmental footprint.

The school does not allow eating in corridors or classrooms (including Sixth Form study rooms with computers) and we ask for your co-operation with this.



## Gate Access and Security*

To improve the overall site security and safeguarding, we have installed fencing around the front perimeter and gates on both entrances. There is also an onsite Security Officer.

The gates will be open at the following times for all students.

### Pastures Hill entrance

| **Vehicle Gate** | **Pedestrian Gate** |
|---|---|
| Open from 7.45am<br>and<br>3.00pm – 6.00pm | Open from 8.20am<br>and<br>3.00pm – 6.00pm |

### Fresco Drive entrance

| **Pedestrian Gate** |
|---|
| Open from 8.25am<br>and<br>3.00pm – 10.00pm |

Sixth Form students with parking permits must only use PASTURES HILL gate when driving in and out of school.

At all other times including break and lunchtimes entry to and from the site can be via both pedestrian gates. Students must scan their ID cards when entering and exiting.

We kindly ask parents not to use the school drive for turning or dropping off students.

## Health and Safety

**What is required of you the student?**

• On school premises you must take responsibility for your own health and safety and that of other persons who may be affected by what you do or do not do.

• Smoking is not allowed anywhere on site, including vaping. No alcohol or drugs are to be brought onto the site. **Breaking this rule can lead to exclusion.**

• No knives, firearms or other dangerous weapons are to be brought onto the site. **Breaking this rule can lead to exclusion**.

- You must not intentionally interfere with, or misuse anything that has been provided in the interest of health, safety or welfare.
- You must report any accident, however trivial, to a member of staff immediately.
- You should report any damage to the building or property immediately to reception.

**What can you do to help?**

• Follow the health and safety procedures in particular areas.

• Keep the environment tidy as untidiness can create danger.

• Do not work in workshops or laboratories without supervision.

• Bring to the attention of a member of staff anything that appears dangerous or unsafe.

• Make yourself aware of the fire procedures and, in the event of the alarm sounding, follow the directions of staff without question.

## Holidays

Holidays are not authorised during term time.

## Homework

Students are expected to spend at least **five hours per subject** each week on homework and subject related reading. You should make effective use of your non-contact time by working in a study room so that you do not have to fit all 15/20 hours into non-school time.

## Independent Study (I.S.) *

One large difference between Year 11 and Year 12/13 is that you will find you have time when you are not timetabled to be in a taught lesson.
Please see the separate IS/Home Study information.
We expect you to use this time to study; by reading round your subject, making notes, completing homework, researching, planning or drafting work etc. Ultimately, how you use these times can have a significant impact on your ability to work independently and your success at your chosen subjects.
We have dedicated spaces where students can work during Independent Study Periods to facilitate your opportunity to study successfully.

## Dedicated Study Rooms S3/S7

These spaces are designed for individual study. Desks and limited computer access are available in these rooms and there is WIFI access for students to work on their own laptops, tablets etc.
The Sixth Form Common Room (S5) is NOT designed for independent study and should be used solely for the use of socialising and relaxing before and after school and during break and lunchtimes.

You will find some hints and tips for Independent Study in the back of this booklet and in the separate booklet, "Making the most of Independent Study".

**Illness*** The first aid room is located inside Student Services in C8.
If you have special health problems, make sure your tutor and the Sixth Form office know, and if you are following a course of medication, just bring in enough for a day at a time.

- All medication brought onto site **MUST** be handed into the school medical officer (Ms McSkimming) in C8 at the start of the day along with a 'Medication in School' form which can be found on the parents' section of the website.
  https://littleover.ams3.digitaloceanspaces.com/downloads/general/lcs_medical_consent_form.pdf
- If you are taken ill always report to the medical room in Student Services (C8).
- Sickness and Diarrhoea must be followed by 48hrs at home

**Under no circumstances should you just sign out 'ill' without seeing anyone or telephone parent/home. We are responsible for you and have a procedure for calling parents to inform them or if you need collecting.**

Mrs Goodman or Ms McSkimming will decide about (a) whether you need to go home and (b) informing your parent/carer.

## Internet Use

This Responsible Internet Use statement is designed to protect students and the school by stating clearly what is acceptable and what is not.

• Access may only be made via the user's authorised account and password, which must not be disclosed to any other person.

• School computer and Internet use must be appropriate to the student's education.

• Details of any unsuitable website must be reported, at once, to the Network Managers.

• Copyright and intellectual property rights must be respected.

• Users' Internet access may be monitored, including web and email use.

• Files and documents stored anywhere on the school's systems may be examined and, if inappropriate, will be deleted without warning.

• Users are responsible for e-mail they send and for contacts made. Email messages should be polite and carefully written.

• Users should not give out personal details over the Internet. Remember:
You cannot be certain who is reading your messages.

• Anonymous messages and chain letters must not be sent.

• No attempt must ever be made to conceal the identity of the user.

• The use of public chat rooms is not allowed

• Social Networking Sites - Students are advised against revealing personal information, especially specific contact details, date of birth, on social networking sites. Students are reminded that security settings on these sites can be changed to restrict viewing privileges for people who are not your 'friends' and are advised to adapt these settings to increase their personal security. They are also reminded that employers and universities are increasingly using these sites as a way to 'check-up' on applicants before making offers of jobs/university places. Consequently, students should be careful that entries/photographs displayed on or linked to their profiles should be appropriate. Once inappropriate material is in the public domain, there is no stopping it! In addition, students are advised against making inappropriate comments about the school or members of staff on these sites. Such actions will be regarded very seriously.

Use for personal financial gain, gambling, political purposes or advertising is forbidden.

• Personal commercial transactions (buying and selling) on the Internet are strictly prohibited.

• The security of the school's ICT systems must not be compromised.

**Irresponsible use may result in the loss of Internet access and other disciplinary sanctions. Gross abuse of Internet use e.g. for personal gain or to access pornographic material will result in serious disciplinary procedures, which may include exclusion, dismissal and police involvement.**

## Lanyards and ID*

It is a legal responsibility of any institution that caters for young people to ensure they are safeguarded against harm. Therefore, every adult or student who is not identifiable by a uniform must wear a lanyard with their picture on. As such all Sixth Form students must always wear the school lanyard AND ID clearly visible when on site. Failure to wear the lanyard will result in a breach of contract on Go4Schools.
Student ID also allows access to school photocopying machines.
See Photocopying for instructions.

Those who forget their lanyard can borrow one from Mrs Goodman. This incurs a breach of contract and MUST be returned to the office on the same day, they MUST not leave site. There is also a cost to replace temporary lanyards as below. Students who consistently forget their lanyard may be sent home.

If you lose or damage your ID/lanyard or there is an issue with it scanning, you must inform Mrs Goodman/Ms Goodall as soon as possible. There is a cost to replace it, this fee should be paid via your ParentPay account.

## Lateness*

Students who are going to be late, for reasons other than an appointment eg. Late bus/heavy traffic/overslept, for registration at 8.40am should ring the Sixth Form office on 01332 513219 ext.360 and speak to staff or leave a voicemail message.

## Letters Home/Communication

Where possible communication is via ParentPay email to reduce our paper consumption.

## Loss of Home Study

Please see Rewards and Sanctions – page 33/34
Students and parents will receive an email at the beginning of the week prior to the loss of Home Study. Please make sure you ready the email and attachments. Failure to attend will incur an authorised absence or Breach of Contract.

**Map** – can be found at the back of this booklet

## Medical Support*

The first aid room is located inside Student Services in C8.
Any medication must be stored in the Medical Room.
Students should not be carrying any medication with them.
https://littleover.ams3.digitaloceanspaces.com/downloads/general/lcs_medical_consent_form.pdf

## Mobile Phones - see Digital Devices on page 17*

Where mobile phones are confiscated from students, parents will be contacted to come and collect the phone from main reception.

## P6 – Period 6

Please see Rewards and Sanctions – page 33/34

## ParentPay Payment Portal*

The school operates an online payments system.
Parents should ensure the completion of the admission paperwork at the beginning of the school year, and this will ensure the ParentPay system, including free school meal allocation is up to date and ready for use.
Until this is completed your child will need to bring a packed lunch.
ParentPay enables parents to give consent on a number of things but particularly school trips, receive any global emails that school sends, pay money for online trips, visits, school meals etc. Parents will receive information, to the email addresses used on Year 12 enrolment form initially, on how to pay monies using the payment portal.
It is essential for buying food, paying and consenting for school trips and purchasing items such as revision guides. Please be aware that parents should not be giving access to ParentPay to their sixth form children as important information and communications for parents is sent via the this system.

## Part-time Work

Whilst we support the benefits of part-time work this must be limited to a maximum of 7 hours per week. Exceeding these hours will seriously affect students' chances of success and may jeopardise their place in the Sixth Form. Please be aware that Home Study and IS sessions may be withdrawn and students required to be in school. Part time work during these times is not encouraged.

## Photocopying

Students need to input their school internet username and password to access the photocopying machines in the first instance. Following this initial logging in students should then just scan their ID on the machine on the left of the machine, see photo.

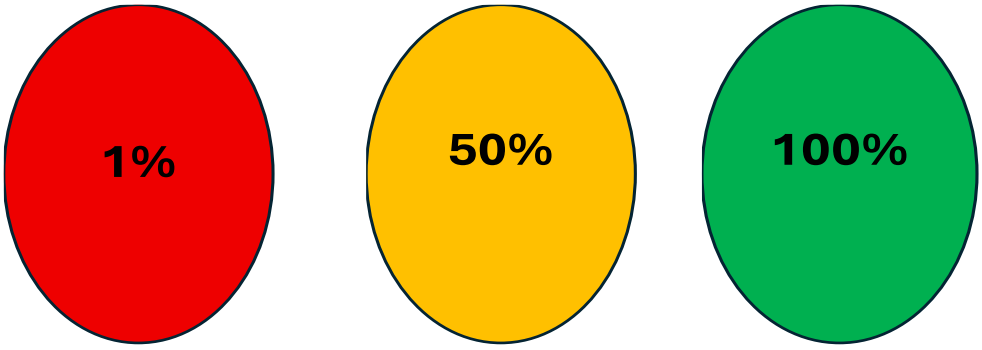


**Photocopying Guidelines**

- Refill with paper when empty before walking away, try to use a whole ream of paper to fill up both paper trays
- Do not over fill the trays as this causes the paper to jam the printer
- Only print what you need to reduce the amount of wasted paper
- Please do not release printing and then walk away from the copier, blocking the use of the printer for others
- The photocopier will automatically stop working if it needs more toner, continue to use as normal until it stops and please do not try to fix this problem yourselves, speak to the Sixth Form office.

## Progress

At different points in the year, you will receive updates relating to your target or predicted grades. Your predicted grades will be generated using a system call ALIS (A Level Information System). This will give you an idea of your most likely result in each subject based on your GCSE performance.
Each time we complete a review or report you will be given an up-to-date predicted grade by your teachers based on your performance up to that point in the course. You will be expected to complete targets on Teams after reflecting on this feedback.



## Rewards and Sanctions*

LCS Sixth Form has high expectations of its students, and the following rewards and sanctions policy is designed to promote and support the type of conduct and behaviour that we feel is appropriate for Sixth Form students.

Being a good Sixth Form student is not just about completing work for subjects properly, it is also about becoming more independent, taking more responsibility for your own behaviour and outcomes and being good role models for younger students. It is important that students understand the rules and procedures and ensure that they get the most out of their time here and to assist in the smooth running of the Sixth Form.

We also believe that by ensuring students adhere to the rules and guidelines of the Sixth Form we are helping them to prepare for the demands of a working environment later in life where they will be expected to attend, be punctual, communicate clearly when absent, adhere to dress codes and work constructively with peers and managers.

The Go4Schools system is central to our rewards and sanctions policy and procedures. Staff are encouraged to record positives and negatives on the Go4Schools system which will be used to decide who should receive rewards.

The positive and negative events can be allocated by all subject teachers in relation to work and conduct in their subject area, but it is also important to note that the system will also be used by tutors, Mrs Goodman, Mrs Senior, Mr D'Elia and Mr Archer to record 'events' that relate to breaches of the Home-Sixth Form Agreement.

Academic reviews and reports are also completed on Go4Schools, all students will be identified for both rewards if they are performing consistently well or for intervention if concerns are raised.

| Breaches of Home School Agreement | | | | |
|---|---|---|---|---|
| No Lanyard | | | Failure to follow dress code | |
| Failure to provide evidence of absence | | | Persistent lateness (2 late marks) | |
| Failure to scan/sign in or out | | | Misuse of ICT facilities | |
| Inappropriate use of mobile phone | | | 2 or more staff negative events | |
| Being in the wrong room for IS | | | | |
| | **Rewards** | **No. of Breaches** | **Sanctions** | |
| 10 or more positive events in a term | Certificate and prize draw entry | 2 | Period 6/ HOC discussion | |
| 100% attendance in a term | Certificate and prize draw entry | 4 | Loss of P5 Home Study (1wk) | |
| Excellent effort grade on review/report | Certificate and prize draw entry | 6 | Loss of P5 Home Study (2wk's) | |
| | | 8 | Referral to Heads of Centre | Loss of P5 Home Study (4wk's) |
| | | 10 | Referral to Heads of Centre | Loss of P5 Home Study (8wk's) or Seclusion |
| | | 12 | Referral to Heads of Centre | Loss of P5 Home Study (tba) or fixed term exclusion |
| | | 14 | Exclusion meeting to take place between student, parents, Heads of Centre and Headteacher | Loss of P5 Home Study (tba), fixed term exclusion or loss of Sixth Form place |

Please be aware that a P6 is NOT a detention. We use Period 6 to find the time to have a conversation with students who may be having a few issues with things such as lates, missing deadlines, unauthorised/unexplained absent marks etc. - these conversations are designed to pick up any potential emerging issues early and support students with addressing them before they develop into a more serious issue.

## Sixth Form School Council

The Sixth Form School Council gives you a voice and is pivotal in developing and amending Sixth Form policy and organising any events. Council members will be chosen at the start of term.

## Signing in/out*

If you need and have been permitted to leave the site, use the signing in/out folders (S1) so that the school knows you are not on site in the event of an emergency.
If the sixth form office have received prior notice (NOA form) of your absence or reason to leave for e.g. medical appointment, then you can use your ID to scan out of the school gates.

## Social Media

The school has a Facebook and Instagram page advertising school life and up and coming events.

## Support and Well-being*

Post-16 courses offer a higher challenge than you would have previously encountered. Seeking further support and guidance if you encounter difficulties (academic or emotional) is normal and expected. Your Tutor is always on hand in the first instance to help with any issues that may arise. Ultimately, we want you to be successful and enjoy your time in the Sixth Form. If there are any barriers to this at any point, please make sure that you raise concerns with your tutor and your subject teachers in the first instance. Mr Archer, Mr D'Elia and Mrs Senior are more than happy to support you too, so do not hesitate to ask for help. Alternatively, the school has a dedicated team of well-being coaches who you can speak to or be referred to if we feel it would be helpful, these coaches are based in C14A.



## *Travelling to school

## Parents Bringing Students to School by Car

The road outside the main school gate on Pastures Hill is very busy.

The speed limit is 30mph. Traffic moves very fast and during the start and finish of school, it is very busy. We value our students' safety and expect parents to do so, too.

If your child is dropped off or collected from school, please make sure the following points are obeyed. **The safety of all our students MUST be our first priority.**

- **DO NOT** bring cars onto the school premises
- **DO NOT** drop off or pick up your child on the opposite side of Pastures Hill from the school
- **DO NOT** perform a U-turn in the school entrance or anywhere on Pastures Hill
- **DO NOT** park on the yellow zigzag lines on either side of the school entrance
- If travelling down Pastures Hill, from the direction of Littleover Village, drive past the school entrance and turn around at the first roundabout (Heatherton), to drop your child safely on the correct side of the road, well away from the entrance to the school
- Ensure that your child only crosses Pastures Hill at the light-controlled crossing near Swanmore Road/Callow Hill Way.




## Travelling to school by bicycle

All students MUST wear a cycle helmet and hi vis – there is a cycle storage facility at school please bring your own lock and remember you will need lights during the darker months.

## Unifrog

Unifrog is a fantastic online resource/tool that will be central to your progression/career planning while you are in the Sixth Form. You will be required to use Unifrog for the following things…

• Recording your Post 18 intentions (what you plan/aim to do after your A

Levels).
• Recording evidence of your key skills/competencies (i.e. leadership, resilience, teamwork)
• Researching potential careers.
• Researching potential university courses.
• Researching potential apprenticeships.
• Recording all the activities that you do to prepare you for your 'next steps'.
• Writing your personal statement.
• Finding MOOCs (Massive Open Online Courses) that can help enhance your CV and prepare you for university.
• Research and compare different Colleges at Oxford and Cambridge (if you are thinking of applying).
- Arranging and recording Work Experience.

Your teachers and particularly your tutor will also be using Unifrog so it is **VITAL** that you get registered and complete the things listed above.
Your subject teachers will write your subject references and predicted grades for UCAS on Unifrog and your tutors will be able to see what you have done on Unifrog so they can help you with your personal statement and career planning. Your tutor will also write your UCAS reference on Unifrog.

| **Year 12** | **Unifrog Timeline** |
|---|---|
| Year 12 – Nov – Jan | **Set up your Unifrog account…**<br>• Attend an assembly where you will be introduced to Unifrog.<br>• Go to https://www.unifrog.org/student<br>• Click 'Sign in for the first time'<br>• Enter your form code – this will be your form tutor's initials followed by 'littleover21' (e.g. 'dmclittleover21').<br>• Complete the other details (name, email address etc. – use your main email address, it does not have to be your school email address). Make sure that you choose a password that you will remember!<br>• Accept the terms and conditions to complete registration.<br>• Use the 'Competencies' tool to start recording evidence of your different competencies (i.e. Leadership, Independence, Teamwork, Resilience, Analysis, Literacy, Numeracy). This will be helpful then you write your personal statement. If you don't have evidence for any of the competencies, plan to do something to address this. |
| **Year 12** | **Unifrog Timeline** |
| Year 12 – Dec - Jan | Use the 'Post 18 Intentions' tool to complete your Post 18 Pathways' 'Plan A' and 'Plan B'.<br>• Use the 'Careers Library' and 'Subject Library' tools to research potential careers and subjects to study at university. |

| | |
|---|---|
| | • If your Post 18 Pathway A is University, use the 'UK Universities' tool to complete a university search and create a university shortlist (MAKE SURE YOU USE THE 'RANK' AND 'FILTER' TOOLS TO HELP YOU CHOOSE APPROPRIATE COURSES).<br>• If your Post 18 Pathway Plan A is Apprenticeship, use the 'Apprenticeships' tool to complete a search and create an Apprenticeship shortlist.<br>• If you are considering applying to Oxford or Cambridge, use the 'Oxbridge' tool to create a shortlist. |
| Year 12 – Feb - March | Complete more University and Apprenticeship shortlists (make sure you have at least one shortlist for your Post 18 Pathway Plan B).<br>• Use the MOOC tool to find potential MOOCs that will be relevant to your Post 18 Pathways – sign up for a MOOC and complete one.<br>• Update your competencies.<br>• Use the 'Activities' tool to record evidence of things that you have done/are doing in addition to your A Levels (this will be helpful for your tutor when they write your reference).<br>• Have a look at the Dutch and/or US Universities tools – you never know there might be something there that suits you (many Dutch University courses are taught in English and have much lower tuition fees). |
| Year 12 – April - June | Focus on revision for your end of year exams. |
| Year 12 – July - Aug | Continue to refine your University and Apprenticeship shortlists.<br>• Produce a draft personal statement using the 'Personal Statement' tool.<br>• Use the 'References' tool to allocate your subject teachers to write your references (make sure you select ALL your teachers, i.e. both teachers from each subject).<br>• Update your Activities.<br>• Complete notes to reference writers.<br>• Update your competencies.<br>• Complete another MOOC search – sign up for a MOOC and complete the course.<br>• If you are thinking of applying for an apprenticeship or job, use the 'CV Creator' tool to produce a CV. This may be worth doing even if you are planning to apply to University as a CV will be useful for applying for part time jobs.<br>• Review your Post 18 Intentions and amend them if necessary. |
| | |
| **Year 13** | **Unifrog Timeline** |
| Year 13 – Sept - Nov | Complete your personal statement.<br>• Complete your Competencies and Activities so your tutor can do a |

| | |
|---|---|
| | good job of your reference.<br>• Use the 'Top 5' tool to create your final UCAS shortlist (if you are applying to university).<br>• Update your 'Post 18 Intentions' (if necessary).<br>• If you are applying for Apprenticeships, keep using the Apprenticeship tool to search for courses. |
| Year 13<br>Dec - May | Continue to update your 'Post 18 intentions and any other relevant sections (Activities, Competencies, etc.)<br>• If you are applying for Apprenticeships, keep using the apprenticeship tool to search for courses. |

## Valuables*

If you choose to bring valuables into school including mobile phones and personal laptops, then you must take full responsibility for any loss or damage. However, mobile phones etc. should not be used around the site or in lessons unless your teacher gives you specific permission to do so.

## Work experience

All Sixth Form students are required to complete at least one week of Work Experience while they are in Year 12. The Department for Education/Ofsted framework states that the placements should be "Purposeful programme of work-related learning that is aligned to each student's individual needs and careers aspirations"

Work experience gives students the chance to learn about what type of job they might enjoy, and develop their CV. We know it can be one of the most transformational experiences young people have during their education.

In order to minimise the impact on students' learning we strongly encourage students to arrange this work experience during one of the school holiday periods – this can include the summer holiday between the end of Year 12 and the start of Year 13.
More details will be sent to students at the appropriate time.

| Year 12 Careers Pupil Entitlement | | |
|---|---|---|
| **Pupil Entitlement** | **When** | **Received** |
| To have access to up to date and accurate careers information which is available at careers library time and the opportunity to have access to interviews conducted by a qualified, external, impartial careers advisor | Ongoing | |
| To draft a personal statement suitable for UCAS applications or other post 18 career routes. | Summer Term | |
| During Tutorial Time receive information about a range of potential post 18 options such as University, YINI, Gap Years and Apprenticeships. | Autumn/Summer Terms | |
| To have an opportunity to discuss post 18 plans with a personal tutor or Head of Year as part of the Review process. | Autumn Spring Terms | |
| To have access to outside employers who visit the school to deliver careers talks. | Ongoing | |

| | | |
|---|---|---|
| To be signposted towards the National Careers Service website along with other relevant sites during tutor periods and review meetings | Ongoing | |
| To have access to information from outside agencies to support university applications through taster days and summer schools – including attending the UCAS Fair for the East Midlands. | Ongoing | |
| Take part in 'Next Steps Day' to have the opportunity to learn more about potential career paths and University courses. | Summer Term | |
| To have the opportunity to take part in a range of enrichment opportunities that will develop employability skills (e.g. NCS, DofE). | Ongoing | |
| To have the opportunity to complete 1 weeks work experience in term time if necessary. | Ongoing | |
| To have full access to Unifrog. | Ongoing | |

| **Year 13 Careers Pupil Entitlement** | | |
|---|---|---|
| **Pupil Entitlement** | **When** | **Received** |
| To have access to up to date and accurate careers information which is available at careers library time and the opportunity to have access to interviews conducted by a qualified, external, impartial careers advisor | Ongoing | |
| To complete a personal statement/CV suitable for UCAS applications or other post 18 career routes with the help and guidance of Tutors and Heads of Year. | Autumn Term | |
| To have access to outside employers who visit the school to deliver careers talks. | Ongoing | |
| To have access to mock interviews if they are applying for courses that are likely to involve an interview as part of the election process. | Autumn Term | |

| | | |
|---|---|---|
| To have an opportunity to discuss post 18 plans with a personal tutor or Head of Year as part of the Review process. | Spring Term | |
| To be signposted towards the National Careers Service website along with other relevant sites during tutor periods and review meetings | Ongoing | |
| To have full access to Unifrog. | Ongoing | |

## Studying Effectively

The organisation of your independent study time is an important skill which, once acquired, will be useful to you for life.

It is important to allow a fair distribution of time between all the subjects you are studying. You should aim to spend a minimum of 15 hours a week studying outside set lesson times.

Sometimes it may seem that a teacher regards theirs as the most important subject, even the only one, you are studying. You may also find that an impending deadline upsets the timetable that you have worked out - but try to keep these pressures in perspective.

Use your personal timetable to plan your study time by allocating times of the week to specific subjects or subject areas.

**Things to do in private study (in addition to specific homework tasks) include:**

- Remaking notes taken at speed in the lesson, setting them out under headings
- Reading the relevant section of a textbook
- Learning facts, quotations or vocabulary and testing yourself
- Independent practical work in a computer room or technology area
- Preparing an essay plan or translation
- Researching and making notes for an essay
- Thinking about and refining information
- Drafting, editing, amending, revising and writing up an essay or coursework project
- Wider reading about a topic or related issue
- Listening to foreign language broadcasts, watching a television documentary or scientific report on a topic related to your subject area(s)
- Researching the area covered in greater depth, e.g. Internet/Library

• Planning a variety of tasks to keep longer periods of independent study engaging and effective

Use Go4Schools to keep a check on the work you must do and when it has to be done by. Ticking off work completed can be very satisfying!

## Exam Revision

**Dos and Don'ts**

✗ **Don't** leave all the revision for your examinations until the last moment then have a cramming session.
• This is inefficient.
• This is exhausting.
• This creates tension that reduces effectiveness.

✗ **Don't** work all night. Long periods of revision without a break are not effective.
• You will get very tired.
• You will learn inefficiently as time goes by.

✗ **Don't** "watch" television or have background music on. This is obviously inefficient since it is distracting.

✗ **Don't** learn everything you've written. Learn the important points – these need to be selected first.

✗ **Don't** skip lessons to revise. Some of the most important revision you will do is with your teacher, who will understand the problems and what is expected in the exam.

✓ **Do** plan a revision timetable for the weeks leading up to the examination. **Once worked out - keep to it.** Leave a little slack (spare time) in your revision programme in case something comes up and you miss some of your work.

✓ **Do** put a series of **rewards** in your programme to give you a break and an incentive to work hard, e.g. an hour off to watch your favourite TV programme or a break to listen to some music/see your friends, etc.

✓ **Do** make sure your programme is designed so that you do not have a very long period without a break and that you do not go on too late into the evening. Get plenty of sleep. This will reduce boredom, increase efficiency and keep you reasonably fresh.

✓ **Do** make sure you have in your programme some periods of time for recall of material you've already learned. This will help to keep information in your brain.

✓ **Do** find somewhere quiet to revise.

✓ **Do** ask your teacher if you are stuck, can't understand something or need advice. Your teacher cannot read your mind.

## Exam Words

The words below are often used in exams to ask questions or to tell you what to do. Most of these words are verbs; other parts of speech have been marked. It is important to know the spelling and understand the meanings of these words.

Learn the spelling and meaning of these words and find them in your practice exam questions. Highlight these words during your practice exams to help you understand the questions.

**analyse** Describe the main ideas, show how they are connected to each other and why they are important.

**assess** Find the weak points and the strong points of the subject in the question.

**average** (Noun) the middle: in maths, the average (mean) is found by adding all the numbers together and dividing them by the amount of numbers added, *e.g. 26 + 15 + 17 + 6 = 64/4 = 16.*

**calculate** Find the answer to a problem, usually in maths, using arithmetic or a calculator.

**comment on** Say what you think about the subject.

**compare** Write about similarities and differences in the subjects.

**contrast** Show how the subjects are different.

**criticise** Say what you think about the subject, giving your views for and against and backing them up with facts and theories.

**define** Give the meaning. Give an example, if you know one, and if you have memorised the definition, then write it down.

**describe** Give a detailed account of.

**diagram** (Noun) a drawing, chart or graph.

**differentiate** Say clearly the differences.

**discuss** Describe the subject in detail and, if there are two sides to the question, give the points for and against.

**distinguish** This word is usually followed by 'between'; say clearly what makes the difference between the subjects.

**enumerate** List the main ideas by name and number.

**essential** (Adjective) most important, must be there.

**evaluate** Say what you think about the subject, giving the good and bad points.

**evidence** (Noun) facts; proof to back up your answer.

**examine** Write what you have to say for and against a subject, say which side you support and give reasons for your support.
**explain** Give the reasons for something.
**explore** Look into thoroughly and consider from a variety of viewpoints.
**express** Often found in maths exams; say in a different way,
*e.g. express as a fraction.*
**illustrate** Use examples to make a point clear.
**interpret** Give the meaning in your own words using examples, where necessary, to make the meaning clear.
**justify** Say why you think that the answer is what it is and give reasons for why it is that way.
**option** (Noun) a choice.
**outline** Write about the main ideas; do not go into detail.
**pictorial** (Adjective) in a picture.
**prove** Show that the answer is true by giving the steps needed to reach it.
**purpose** (Noun) the reason why.
**relate** Show how things connect; they may be very similar, or one may make another act in a certain way.
**requirement** (Noun) something which must be done.
**review** Give an overall view of the important parts of the subject and give your views backed up by facts when necessary.
**state** Write the main points in a brief, clear way.
**suggest** Often found in geography exams; using all that you have learned, say what the answer might be.
**summarise** Bring together the main points and write about them in a brief, clear way.
**trace** Write about the history of a subject starting at the beginning and following it to the end.

## Examination Day

• Make sure you have had a good night's sleep before any examination - if you have revised well and know that you are able to do your best, then you should sleep well.
• Arrive about fifteen minutes before the exam is due to begin.
• Make sure you go to the toilet before the exam begins.
• Check you have all the equipment necessary for the exam including two pens, a pencil, a pencil sharpener, a rubber and a ruler.
• Put your watch on the desk in front of you. Check the time and length of the exam and the time it will end.

• Read the instructions on the exam paper carefully and work out how long you can spend on each question. It is vital to spend time at the beginning of the exam working out how you are going to complete the whole paper.
• Some exams have questions that everyone must do - attempt these first then do your best question followed by your next best, etc. If you have a choice of questions, put a tick next to the ones you have decided to do before you start.
• Spend five minutes planning each essay and think carefully about any multiple-choice type questions.
• If you are unsure of a question, leave it and come back to it but make sure you do attempt it. If you leave a question out, then you automatically lose all the marks on it - if you do not write anything you cannot score anything. Never spend too long on one question - you must answer all the questions you are asked to.
• Check what you have written and how you have written it. Check for factual mistakes, spelling and punctuation. Ask yourself, "Have I answered the question?"
• Always stay until the end of an exam using any spare time to review your answers and to ensure you have answered the required number of questions. When the exam is over, think positively - whether you feel you have done well or not, your next exam is another chance to do well, so begin preparation for it and put everything else behind you
**REMEMBER: under exam pressure your handwriting may become illegible!**

## Higher Education
## THINK IT THROUGH - Opportunities and Benefits

**Why take a degree or diploma?**
• Graduates are adaptable to change. They also have more chance to gain and demonstrate the employable skills of self-management and team working.
• The CBI states that one in five jobs (20%) now require a degree.
• Graduates are more likely to work in high skilled posts than non-graduates.
• Higher Education develops:
- subject knowledge
- ability to work without close supervision
- independence organisational skills
- ability to learn communication skills
- constructive thinking social skills

**Higher Education offers the opportunity to:**
• achieve your full academic potential, possibly up to post-doctoral level;

• develop your interpersonal and professional skills and so achieve your career goals;
• realise your full personal and social potential, including sporting, recreational and cultural ambitions, possibly including the ability to travel;
• take advantage of one of the best 'clubs' in the world - The Student Union;
• come into contact with students from different countries, cultures and creeds;
• experience a completely open environment, free of dogma, domination and discrimination;
• make life-lasting friendships and relationships; and, if you make the right choices, undergo what could be one of the most enjoyable, exciting and rewarding experiences of your life!

**Apprenticeships and Advanced Apprenticeships**

After sixth form, to give yourself the best chance of a successful career, you will need to continue to develop your skills. If you are aged between 16 and 25, an apprenticeship will give you the opportunity to achieve nationally recognised qualifications whilst also working for an employer. Most are one- or two-year programmes and some take up to five years, depending on the profession. The type which is offered will depend on the skills and qualifications you have.
www.gov.uk/education/apprenticeships-traineeships-and-internships

## UCAS Process - Key dates etc.

**UCAS - Universities and Colleges Admissions Service**

**JANUARY - AUGUST**

Collect the information you need. Find out about:
• the variety of courses available;
• colleges/universities in UCAS;
• course entry requirements;
• location, facilities and accommodation offered.

It is important to consider the whole picture when choosing a university or college. Although your studies are the most important feature of Higher Education you must be happy where you are studying.

**JUNE**

You should get hold of prospectuses and find out about your university and course choices by attending open days and taster courses. Also check out the information available on the UCAS website - including the Course Search online database.

**EARLY SEPTEMBER**

**15 JANUARY**

Closing date for all other applications except certain art and design courses. Applications received after the final date of 15th January will be marked as 'late' and considered only at the institutions' discretion.

**END OF FEBRUARY - END OF JUNE**

**Extra**

Applicants who have already made five choices, received decisions from all these choices and who have declined any offers received can use Extra to apply for other courses that still have vacancies. You can apply for several courses in Extra but can only apply for one course at a time.

**24 MARCH**

Last date for receipt of applications for certain Art & Design courses (check which deadline applies on Course Search).

**DECEMBER - APRIL**

During this time, you may be:
• invited for interviews;
• contacted for more information;
• given conditional offers if you are waiting

**MID-AUGUST**

If you achieve the required grades, your firm offer will be confirmed by the institution. If your firm offer institution rejects you, your insurance offer will be confirmed by that institution, provided you achieve the required grades. Either offer may still be confirmed if you nearly reach the required grades of your offer.

If your firm and insurance offers both reject you, then your application will enter the Clearing system.

**AUGUST**

**Adjustment period**

If you achieve better grades than you require for your firmly accepted offer, you may look for an alternative course that as places available whilst still holding your original choice. Full details of this process are available at www.ucas.com.

**30 JUNE - late SEPTEMBER**

**Clearing**

Applicants not accepted by either choice or very late applicants will be able to look for a course through Clearing.

Applicants make direct contact with colleges and universities offering places in the Clearing scheme. The Track service will be used to tell applicants when and how they can use Clearing and give them their Clearing Numbers. Higher Education courses begin in September, but Clearing continues.

**UCAS PROCEDURES**

On receipt of your application, UCAS will send you a welcome letter containing your personal ID number, username for Track and a list of your choices. Check the information carefully and contact the
UCAS Customer Service Unit immediately if it is not correct. If you haven't received your letter within 14 days from sending your application, contact the UCAS
Customer Service Unit.

Once your application is processed, universities and colleges can access it online.
They will be able to view your whole application, but they will not see where else you have applied. Universities and colleges may contact you to tell you that they are considering your application. Not all of them do this, so don't worry if you don't hear from some of your choices.

The universities and colleges will consider your application against their own admissions criteria. Each has their own criteria and their own ways of working, so you can expect to hear from them at different times: you may be contacted within a very short period of time, or it may be some months before you hear anything. They will decide on an individual basis whether they wish to make an offer or not and will send their decision to UCAS. Decisions will be displayed on Track as soon as they are received.

**UNIVERSITY AND COLLEGE DECISIONS**

UCAS will notify you of the decisions made by universities and they may come in any order. They will be one of the following:

(a) Unconditional Offer - only if you have the necessary qualifications.

(b) Conditional Offer - based on forthcoming examination results.

(c) Notification that you have been unsuccessful.

Some decisions may combine an offer of a degree place with the alternative of an HND, usually with lower conditions attached to the latter.

## Personal Statement

This is your opportunity to demonstrate the thought and consideration that has gone into your choices and to give a flavour of who you are - personality, strengths, skills, hobbies and interests.
To make sure that you cover all aspects, construct your statement through key paragraphs - keeping each short and succinct. It will probably take several attempts to condense all that you'd like to say. Your personal statement will be seen by each of your five choices so don't make it too specific to one institution - or you could alienate the others. Remember that, although each university or college that you have applied to cannot see your other choices, they will all see your personal statement.
The paragraphs should cover:

- **Your choice of courses.**

What interests you about your chosen subject; you may wish to include details of what you have read about the subject.
Give your reasoning behind your choice of course(s) - this might include the structure and options of the course, availability of industrial placements, etc.

- **Longer-term career objectives.**

Don't worry if these are quite broad at this stage - by including them you will help set the scene for your choice of course. Exemption from appropriate professional bodies offered by your choice of courses may have been important in your decision-making and can be highlighted in the personal statement.
Any job, work experience, placement or voluntary work you have done, particularly if it is relevant to your subject; you may want to include the skills and experience that you have gained from these activities.

- **Your university selections.**

Use this paragraph to demonstrate the thought and consideration that has gone into your choice of institutions.

- **The person behind the form.**

Make sure to give admissions tutors a flavour of who you are, your skills, strengths, achievements and personality. Make sure that you include your key strengths in your personal statement.
Details of any non-accredited skills and achievement that you have gained through activities such as: the Duke of Edinburgh Award Scheme, Sport, Music, Young Enterprise etc. Include the skills and experience that you have gained from these activities.
Any subjects that you are studying that do not have a formal assessment.
Your social, sports or leisure interests.

If you are planning to take a year out, your reasons why.
The personal statement can be up to 4,000 characters (including spaces) or 47 lines of text (this includes blank lines). You do not have to use all the space provided.
It is recommended that the personal statement is prepared offline using a word-processing package and then copied and pasted into the UCAS Apply system.
You can rework and resave details on your application as often as necessary, before submitting the final version to your teacher, adviser or referee as appropriate.
It may be useful to set up a folder containing your working notes as well as your final application data and statement. Refer to the statement and to your notes before any interviews that you are invited to - it will remind you of the key points you made and will give you an idea of the areas that the interviewer may want to pursue with you. Once you have been allocated a UCAS number, write it somewhere safe and keep the data in your applications folder - that way it will always be handy.



## CV - Curriculum Vitae

**General Guidelines on Curriculum Vitae: Preparation and Presentation**
The purpose of a CV is to get an interview, so good preparation and presentation are vital. Information must be concise, have impact and be easy to read. All year 12 and 13 students must produce a CV and submit a copy to their tutor. It must be typed, not handwritten.

**Do**

✓ Start with an opening page, highlighting your abilities, achievements and objectives.
✓ Outline the sort of job/career/H.E. you are seeking.
✓ Leave plenty of white space - it is easier on the eye.
✓ Use 'at-a-glance' headings.
✓ Restrict yourself to a maximum of 4 points under each heading.
✓ List achievements - any participation in sports, clubs, activities, etc.
✓ Start career history with your most recent schooling. Have a section on part-time employment.
✓ Highlight your last 2/3 employers with previous work achievements in one paragraph.
✓ Stress your skills.
✓ Make sure that you match your CV to the requirement of the job applied for.
✓ Restrict your CV to one or two pages.
✓ Use the best quality matching paper.
✓ Double check for spelling mistakes and ask a friend to check as well.
✓ List your school examination passes by subject and grade.

**Don't**

✗ Be too verbose - the more details you give, the more chance there is of talking yourself out of a job.
✗ Make it too heavy to read - adopt a conversational but formal tone.
✗ State desired salary.
✗ Explain why you are leaving your present job/school.
✗ Leave career gaps - would-be employers don't like to find unexplained gaps in your history - they may assume the worst!
✗ Mention irrelevant personal circumstances - e.g. divorce, one-parent family.
✗ Undersell yourself.

## GAP year information

**Gap Years**

A gap year is usually when you decide to take a year out before going on to university, but a gap year could be taken at any time. Whatever you do, taking a structured gap year can be a good way to help your confidence and become more independent before university.

**How best to use your time**

There are some definite advantages of taking a gap year, but only if you are going to make the most of the time you have.

If you didn't do very well in your exams, you might consider taking resits. This is an excellent use of a year if you can improve your grades to help you get the job or onto the course that you really want.

Most people get in debt before they graduate and there are few ways to avoid it.

By taking a gap year, you could earn and save some money to help. The NUS estimate that the current average debt after graduation will be £35,000 - £40,000.

You will not be able to earn this much in a year, but you should be able to save some money to help.

If you spend a year volunteering or working for an industry or organisation you would like to get into in the future, employers will see that you are dedicated to advancing your career.

Gap years are also a great way to build your confidence, meet new people and perhaps learn a new language.

**What to do?**

In your year out you could do anything from volunteering in Africa to doing some work experience in the UK or abroad. Many people use their gap year to travel round the world and visit different countries. You can have amazing experiences such as helping orphans in India or working in the rain forests of Southeast Asia.

If you are happy to volunteer, there are agencies that will pay for your flights and upkeep in return for a year of your time.

**Travelling and working abroad**

You may want to go travelling and sample life in other countries during your gap year. Many tour operators run gap year trips that visit as many places as possible in a year.

If you haven't saved enough cash, you could work your way around the world.

You could try working on a summer camp in America, on a Kibbutz in Israel or teaching English as a foreign language.

**Volunteering**

Many organisations offer young people the chance to volunteer in different countries around the world.

Opportunities range from helping in school classrooms or children's summer camps to assisting in medical clinics or with environmental work. Volunteering takes dedication and hard work, but it is a unique chance to experience other cultures.

If you want to do your bit but would prefer to stay closer to home, there are many projects in the UK that need volunteers.

**Work Experience**

All Sixth Form students are expected to complete activities that are a good preparation for working life/life after 6th form.

All students are expected to organise the equivalent of 1 weeks' worth of work experience before the start of Year 13.

While we encourage students to organise this during their school holidays to minimise disruption to studies, we will authorise absence for meaningful work experience that is arranged during term time.

We use Unifrog, an online platform to manage the administration of the work experience programme – for example collecting information from the employer about their Risk Assessment and Health & Safety policy, as well as getting agreement from parents for the placement to go ahead. More details will be forwarded to students in the coming weeks.

**Year in Industry**

By undertaking a year in industry, you will get the opportunity to undertake interesting projects and learn how business works. The skills you develop will enhance your university education and maximise your graduate job prospects. Placements generally last about 12 months and in that time, you can expect to earn a competitive salary. It's also worth noting some of the students that prove themselves are awarded sponsorships for their time in higher education.

*Visit www.etrust.org.uk for more details.*

Taking a year out after school is an increasingly popular option but be sure to weigh up the pros and cons carefully.

**The Pros**

✓ It will be a break from the pressure of academic study.

✓ Earning a good regular wage for some months will give me more financial and social independence - and even some savings for university

✓ I should make new friends and useful contacts for the future.

✓ A job or a voluntary activity may also be valuable experience for my course or chosen career.

✓ It will broaden my horizons and give me more confidence to deal with unexpected situations.

✓ Travel may improve my language skills.

✓ I will get an extra year before I must make those final career decisions.

**The Cons**

✗ Will it be easy to settle back into the routines of studying and revision?

✗ Giving up the benefits of being able to spend and save from a good regular wage may not be so easy.

✗ Certain subjects may be more difficult after a break in learning - maths may be an example.

✗ I may lose contact with my friends who are going off to college.

✗ My ideas about career plans may change during the year.

✗ I may even change my ideas about the type of course I want to study.

✗ There will be one more year before I qualify and start earning again – or paying back my Student Loan.

✗ If I choose a very long course such as medicine it will be even longer until I qualify.

✗ I may lose touch with the higher education application process.

✗ I may not be available for University Interviews if I am abroad for part of next year.

**The Gap Yearbook**
Authors: Joe Bindloss, Charlotte Hindle
Published by Lonely Planet Publications

**Gap Year Guidebook**
Author: Alison Withers
Published by John Catt Education

**Work Your Way Around the World**
Author: Susan Griffith
Published by Vacation Work

**Taking a Year Off**
Authors: Val Butcher, Christine Swanson
Published by Trotman & Co. Ltd.

**Gap Year Volunteer**
Author: Joe Bindloss
Published by Summersdale Publishers

**Taking a Year Out: Making the Most of Your Gap Year**
Author: Polly Bird
Published by Hodder Arnold H&S

| Helpful Telephone Numbers and Contacts | |
|---|---|
| Age Concern - Information and Campaigns on aging issues | 0800 00 9966 |
| ChildLine (24 hours) | 0800 1111 |
| Children and Cancer (Cancer BACUP) | 0808 800 1234 |
| Citizens Advice | 01332 228 700 |
| Crime Victims - Victim Support | 0845 30 30 900 |
| Crimestoppers - Crime Prevention | 0800 555 111 |
| Drinkline | 0800 917 8282 |
| Drugs – National Drugs Helpline | 0800 77 66 00 |
| Eating Disorder Association for Children(4pm - 6pm weekdays) | 08456 34 14 14 |
| Family - Gingerbread (Support and advice for lone parents) | 0800 018 5026 |
| National Council for One Parent Families | 0845 6000 133 |
| GamCare - National Association for Gambling Care (10am - 10pm) | 0808 800 4444 |
| Homelessness - Shelter (24hrs) | 0207 730 3300 |
| Kidscape - Keeping safe, bullying and how to cope | 0800 700 700 |
| Missing Persons - Message Home (left home, run away - send a confidential message) | 0808 800 5000 |
| NSPCC- Child Protection Helpline (24 hours) | 0500 700 700 |
| National Missing Persons Helpline | 0116 271 0052 |
| Neighbourhood Watch | 0808 802 9999 |
| Rape Crisis Federation | 08457 90 90 90 |
| Samaritans (24 hours) | 0800 282 930 |
| Sexwise National Helpline | 0800 00 22 00 |
| Smoking - Quitline | 01332 641172 |
| Social Services | 0208 772 9900 |
| Youth Access - discuss problems confidentially | 0800 00 9966 |
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**Department for Education**
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 0370 000 2288
www.education.gov.uk

**Student Loans Company**
100 Bothwell Street
Glasgow G2 7JB
Tel: 0300 100 0607
www.slc.co.uk

**UCAS**
Rosehill, New Barn Lane
Cheltenham, Gloucestershire GL52 31LZ
Tel: 01242 222444 (general enquiries)
Tel: 0871 4680468 (customer service unit)
www.ucas.com
Email: enquiries@ucas.ac.uk

| Higher Education | |
|---|---|
| www.gov.uk/recognised-uk-degrees | courses and links to HE sites |
| www.opendays.com | HE open days |
| www.push.co.uk | finding the right university |
| www.qaa.ac.uk | The Quality Assurance Agency for Higher Education |
| www.scit.wiv.ac.uk/ukinfo | lists all FE, HE and specialist colleges on a map |
| www.slc.co.uk | student loan company |
| www.ucas.com | information on HE courses and how to apply |

| General | |
|---|---|
| www.education.gov.uk | all things that concern education, including information on financial support |
| www.cypnow.co.uk | for children and youth professionals |
| www.lifelonglearning.co.uk | information supporting lifelong learning |
| www.nus.org.uk | National Union of Students |
| www.bbc.co.uk/schools | resources for schools |
| www.studentunion.co.uk | student union contacts |
| www.thestudentroom.co.uk | covers a wide variety of information on |
| www.ukdirectory.co.uk | guide to UK websites |

| Employment | |
|---|---|
| www.gov.uk/browse/education | Help if you're going into higher or further education, looking for training or interested in a student or career development loan. |
| www.gov.uk/jobseekers-allowance | information for jobseekers |
| www.reed.co.uk | recruitment agency and job adverts |
| www.monster.co.uk | vacancies |
| jobs.theguardian.com | Guardian newspaper jobs |
| www.nctj.com | journalism careers and courses |

| Study and Work Abroad | |
|---|---|
| www.careerseurope.co.uk | information on Europe |
| www.eurograduate.com | European jobs |
| www.studentsabroad.com | Study abroad opportunities |

| Information about Learning Difficulties and Disabilities | |
|---|---|
| www.asthma.org.uk | National Asthma Campaign |
| www.bdadyslexia.org.uk | dyslexia information |
| www.gov.uk/browse/disabilities | information on all disabilities |
| www.rnib.org.uk | Royal National Institute for the Blind |
| www.actiononhearingloss.org.uk | Action on Hearing Loss |
| www.skill.org.uk | National Bureau for Students with Disabilities |

| Gap Year | |
|---|---|
| www.bunac.org.uk | gap year with Bunac |
| www.csv.org.uk | volunteering opportunities |
| www.gapyear.com | year out ideas |
| www.lattitude.org.uk | gap activity projects |
| www.etrust.org.uk | EDT - for future engineers and scientists |
| www.wwv.org.uk | volunteering opportunities worldwide |

**The above is just a taster of some of the useful sites on the Internet - remember, many provide links and signposts to other helpful sites.**