



*Upton Hall School, FCJ*



# Policy for Transition and Progress in the Sixth Form

# **Policy for Transition and Progress in the Sixth Form at Upton Hall School, FCJ**

**Formally adopted by the Governing Body at the meeting on 3 March 2005.**

## **RATIONALE**

Upton Hall School is committed to providing educational experiences which will enable all Sixth Form students to achieve their full potential in every aspect of their development. Within the Christian ethos which we promote we aim to meet the needs of all students so that they can value the pursuit of excellence and attain personal fulfilment by moving on to make a purposeful contribution to society.

## **PRINCIPLES**

The Programmes of Study in the Sixth Form, its management structure and the additional opportunities it offers are designed to meet the needs of each student. There is a constant emphasis on reaching the highest possible standards from the Pre-Induction Phase in Year 11 through to the transition to Higher Education or employment which coincides with Advanced Level results.

## **IMPLEMENTATION OF THE POLICY**

The Policy is implemented through a series of phases during which the actions of key staff are coordinated to ensure that priorities are achieved and key events take place. The phases are as follows:

1. The Pre-Induction Phase in Year 11
2. The Induction and Consolidation Phase in Lower Sixth
3. The Planning Phase in Upper Sixth
4. The Application Phase in Upper Sixth
5. The Post-Application Phase in Upper Sixth
6. The Transition Phase at the end of Upper Sixth.

## **KEY PRIORITIES UNDERPINNING THE POLICY**

The Policy is designed to promote the spiritual, academic, pastoral and extra-curricular needs of each student.

## **KEY PRIORITIES AND KEY EVENTS IN EACH PHASE**

### **PHASE ONE: The Pre-Induction Phase in Year 11**

The major priorities in this phase are:

- To provide comprehensive options and careers guidance to all Year 11 students and external applicants via interviews with the Leadership Team and Connexions Counsellors.
- To enable students to take the next step in their education with adequate knowledge of their own skills and attributes as well as a realistic view of the paths opened up or closed by their decisions.
- To provide Aim Higher information including Educational Maintenance Allowance information.
- To provide comprehensive information about the Sixth Form to all potential Sixth Formers through the Sixth Form Prospectus and on the school website.
- To provide a taster experience of Sixth Form life to external applicants.
- To monitor students' option choices in relation to the emerging timetable.
- To provide a Post-GCSE Pre-Induction Day in Sixth Form and at a local university to distribute AS Level study-packs and prepare students for a successful academic and social transition.

#### **Key Events in Phase One**

- November: Year 11 Sixth Form Options Evening.
- On-going Connexions interviews.
- A Level Subject Fair run by Sixth Formers.
- Year 11 assemblies delivered by Sixth Formers on Sixth Form activities.
- January: interviews with members of the Leadership Team, distribution of Sixth Form Prospectus and Aim Higher advice about careers websites and Stamford Test.
- June: Post-GCSE Pre-Induction Day followed by fashion display for dress code.
- August: Counselling on GCSE Results Day.

## **PHASE TWO: The Induction and Consolidation Phase in Lower Sixth**

The major priorities in this phase are:

- To set expectations, raise aspirations and ensure an efficient start to the year.
- To ensure the EMA system can operate at once.
- To ensure collaborative arrangements with SAC are underway.
- To communicate the progression pattern to parents.
- To promote and initiate the General Religious Education, General Studies and Key Skills Programmes.
- To ensure that staff receive Student Information Sheets providing key information about each student.
- To ensure that the Special Educational Needs of students are fully taken into account.
- To recognise GCSE achievements formally and to celebrate GCSE results publicly.
- To set and monitor academic ALIS targets for each student.
- To use ALIS feedback to establish the predominant learning characteristics of each student.
- To enable Lower Sixth students to assist Year 11 students in option choices.
- To promote participation in career-based courses and events.
- To raise the issue of applications to Higher Education etc.
- To provide a comprehensive summary and diagnostic annual report containing clear guidance about the way forward to AS Levels.

### **Key Events in Phase Two**

- The Lower Sixth Induction Programme.
- The Lower Sixth Parents Information Evening.
- The GCSE Certificate Presentation.
- Interim Progress Check.
- Year 11 Subject Fair run by Sixth Formers.
- University presentation on Higher Education Applications.
- Ethics Evening at Arrowe Park.
- “Medisix, Vetsix, Forensix” etc. Conferences.
- Annual progress report to parents at Christmas.

## **PHASE THREE: The Planning Phase in Lower Sixth**

The major priorities in this phase are as follows:

- To promote planning for Higher Education applications, Gap Year and other destinations.
- To provide Aim Higher information.
- To provide Higher Education finance information.
- To raise aspirations for ambitious planning and to promote Oxford, Cambridge and Edinburgh applications where appropriate.
- To provide formal opportunities for student leadership throughout the school.
- To provide opportunities for parent-teacher consultations about progress and plans.
- To provide a final progress check before AS examinations.
- To promote participation in career-based courses and events.
- To provide comprehensive guidance and support in the preparation of UCAS, NMAS and other application forms.
- To provide opportunities for visits to industry and universities and to support Work Experience opportunities.
- To provide individual interview experience and discussions with university tutors and representatives to all students.

### **Key Events in Phase Three**

- AS Unit examinations in January and May/June.
- Talks by representatives of universities and Gap Year organisations.
- Talks by former students.
- Appointment of Head Girl, Deputy Head Girls, the Cabinet and other Senior Prefects.
- School Prize-giving.
- The North West Oxbridge Conference, and Oxford and Cambridge Faculty and College Open Days.
- Parent-Teacher Consultation.
- Easter Progress Check.
- The Liverpool Higher Education Conference.
- University Open Days.
- Visit to Lancaster University
- Post-AS Level programme.
- The UCAS Interview Day.
- The Oxbridge Applications Day
- The Lower Sixth/Upper Sixth Parents Information Evening on Higher Education.
- Diocesan Lourdes Pilgrimage.
- AS Results Day.

## **PHASE FOUR: The Application Phase in Upper Sixth**

The major priorities in Phase Four are:

- To set expectations, raise aspirations, and ensure an efficient start to the year following AS results. To ensure that staff receive Student Information Sheets providing key information about each student.
- To provide on-going leadership opportunities for work throughout the school and in the community.
- To advise students about entering for Advanced Extension Awards
- To communicate the progression pattern to parents.
- To promote the General Religious Education and General Studies Programmes.
- To ensure that high quality Oxford, Cambridge, UCAS and NMAS applications are despatched well before deadlines.
- To prepare students for challenging interviews in competitive environments.
- To provide a comprehensive summary and diagnostic annual report containing clear guidance about the way forward to A Levels.

### **Key Events in Phase Four**

- The Upper Sixth Induction Programme.
- Higher Education application deadlines.
- Interim progress checks.
- The Mock Interview Programme in collaboration with key professional volunteers and The Grange School, Hartford.
- The Ethics Evening at Arrowe Park Hospital.

## **PHASE FIVE: The Post-Application Phase in Upper Sixth**

The major priorities in Phase Five are:

- To monitor and support on-going applications.
- To provide the opportunity for a parent-teacher consultation.
- To provide Higher Education Finance information and application forms.
- To provide presentations and information on the practicalities of student life.
- To maximise academic achievement.
- To prepare the Going Down Mass
- To prepare the Leavers' Ball.
- To prepare the Year Book on-line.
- To complete the programme of General Studies Mornings.
- To provide a final progress check.

### **Key Events in Phase Five**

- AS and A2 Unit examinations in January and June.
- Parent-Teacher Consultations.
- Presentations and talks on practical issues of student life.
- Leavers' Ball meetings.

### **PHASE SIX: The Transition Phase at the end of Upper Sixth**

The major priorities in this phase are:

- To provide a dignified, spiritually enriched and valuable conclusion to attendance in the Sixth Form.
- To enable students to feel supported as they take examinations in the most secure and comfortable environment.
- To run a good humoured, civilised and pleasant Leavers' Ball in collaboration with parents.
- To distribute A Level results sensitively with supportive counselling and intervention as required.
- To provide subject-specific ALIS feedback for analysis by all staff.
- To support any former students who decide to change H.Ed courses after starting.
- To plan for the distribution of A Level Certificates at Prize-giving in the following year.

### **Key Events in Phase Six**

- The Going Down Mass.
- Start of Study Leave.
- Final A Level examinations.
- Completion of the Year Book
- The Leavers' Ball.
- A Level Results Day.
- Prize-giving

### **RESPONSIBILITY FOR IMPLEMENTING THE POLICY**

Under the supervision of the Headteacher, the Director of Sixth Form has overall responsibility for the implementation of the policy. Other key staff involved are the Aim Higher Coordinator, the Careers Coordinator, the Sixth Form Tutors, the Examination Secretary, the Data Manager and the Director of Sixth Form's secretary. As made clear in the Charter for Success, students benefit most from a three-way collaboration between themselves, their parents and all members of staff. So all parties have a collaborative role to play in the successful implementation of the policy.

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