The 5 Dimensions Trust

Key Stage 5

Sixth Form Handbook

Sixth Forms within the 5 Dimensions Trust all aim to 'grow a vibrant community of exceptional people' through the academic and holistic opportunities our sixth forms provide. Many of our students will have already been at a 5D school for five years. It is therefore important that our sixth forms continue to embed and develop the 5D values, so all our students leave our sixth forms ready to be successful in their future community.

Our sixth forms provide students with a safe and happy environment to study, whilst raising students' aspirations to excel in their chosen subjects and career path. Our pastoral teams work closely with our subject teams to provide exceptional academic and pastoral support, as well as a wide variety of opportunities for students to take part in.

Sixth Form Teams

The sixth form leadership team will consist of a Head of Sixth Form, a year group leader for each of Year 12 and 13 and then two support members of staff. The team will meet on a fortnightly basis. In addition to the leadership team there will be a team of tutors, that will allow no more than 25 students in a tutor group. Individual schools will decide whether they have year group or vertical tutoring in sixth form.

Role of the Tutor

The form tutor plays the most important role in the lives of their tutees. They are their 'go-to' person, will support them with the studies, write references and support with applications to their next phase. Sixth form tutors will be committed to building positive relationships with their tutees and facilitating the relationships within their tutor groups.

Tutor time should be an opportunity for tutors to check in with their tutees, build positive relationships and develop their tutees beyond their academic studies. The sixth form team will support their tutors through providing comprehensive tutor programmes and the resources they need to work effectively with their tutees.

Form tutors will ensure the routines and expectations are consistently applied, particularly with regard to:

- Attendance and Punctuality - follow up concerns using the expected systems and processes.
- Dress code - ensuring this meets the sixth form's expectations.
- Completion of work/organisation - checking students' folders and they are meeting deadlines.
- Intervention - working with the sixth form team to provide timely intervention for students who are struggling.

Student Expectations

All 5D sixth form students will have been interviewed as part of the application and admissions process and will therefore have the entry requirements and attributes to be a successful 5D student. They will have chosen to join the sixth form and will have signed the sixth form agreement; they therefore will have committed to the following as a minimum:

- Take responsibility for their work ethic, attitude and commitment to their studies.
- Attend and be punctual to all timetabled sessions, including tutor time and study periods.
- Adhere to the behaviour expectations of their sixth form.
- Adhere to the dress code expectations and always wear their lanyard.
- Sign in and out of the school building as appropriate.
- Meet deadlines.
- Complete all assessments at the required time.
- Be a positive role model to the rest of the school.
- Be proactive in catching up with work for any lessons missed through absence.
- Utilise study periods to undertake independent work and wider reading.
- Be engaged in study for approximately 35-40 hours per week.
- Work quietly and do not disturb others in the sixth form areas.
- Respect all student areas including computer facilities, with misuse of computers leading to a loss of access rights.
- Endeavour to contribute to life of the whole school through volunteering or leadership roles in the sixth form.

Where students do not meet these basic expectations, subject teachers and the sixth form leadership team will use the below stepped responses to work with the student and their parents to reflect on their behaviours and put the necessary sanctions and support in place for them. The 5D Key Stage 5 attendance policy will be also used to further support with necessary action.

Issue	**Action**	**Key member of staff**
• Small number of homework/course work late or not completed • Low level disruption in class, 6th form centre or library • Truancy from lessons. • Poor attendance	Departmental action Discussion with student Parents are informed Tutor is informed	Subject teacher and Subject leader
• Continued or larger number of homework/course work not completed • Continued low level disruption in class, 6th form study areas. • Continued truancy or attendance issues.	Meeting with tutor and subject teacher/leader and parent. Clear targets and action planned agreed. Review date agreed	Tutor and subject teacher or leader
• Continuation of the above	Meeting with Head of Year and parent. Agreed contract Discussion of whether 6th Form is the correct environment.	Head of Year

	Verbal / written warning Head of Sixth Form is made aware	
• Failure to meet terms of contract	Meeting with Head of Sixth Form and parent- final written warning Discussion with parents of options other than 6th Form Consider permanent exclusion. Head Teacher is made aware.	Head of Sixth Form
On rare occasions, students may be involved in serious incidents which will bypass these steps and lead to immediate intervention by the Sixth Form management team. These incidents will be dealt with in the same way as in lower school with fixed-term or permanent exclusions being one possible action.		

Attendance

Good attendance is essential for success and will have a direct impact on outcomes, as well as developing life skills for the future. All 5D sixth forms will aim to achieve 96%+ overall attendance and are committed to supporting their students to attend school every day and all lessons. For all sixth formers, the school day starts at 8.40 and finishes at 3.15. Attendance will be monitored and supported as directed by the 5D attendance policy, both at subject and sixth form level.

There will be situations where students miss a period of time off school due to circumstances outside of their control e.g. illness, mental health. The sixth form teams will work with students and parents to ensure students have the right support both pastorally and academically. This may include home visits by a member of the sixth form team and provision of work for students to complete independently.

Parents need to inform the school attendance officer via email of any unplanned absence, by 8.40am on the morning of absence. It is also valuable to inform your child's tutor of absences at the same time. Staff should be notified of any known absences at least three Academy days in advance (by contacting the attendance officer and tutor as above).

As students progress through sixth form they may be rewarded with offsite/home study. This will be earnt through demonstrating good attendance and punctuality, attitude for learning and excellent behaviour in school. This will allow students to identify a block where they will not be expected to be in school and may study at home during this time.

Students are able to earn the offsite/home study privileges after each PR (Progress Review) point. In order to qualify, students must have satisfied the following success criteria:

- **Progress**: To be forecasted to achieve target grade (TAG) in all subjects at each PR point.
- **Attitude to Learning**: to achieve an average of 4 or above at each PR point.
- **Attendance**: To maintain an attendance of 96% or above at the time of PR calculated when including authorised absences

Dress code

5D sixth form students are role models for the rest of the school, and therefore we expect our students to adhere to their schools sixth form dress code.

Students in the Sixth Form are expected to wear 'Smart Casual Dress wear' of their own choice. It must be clothing that would be worn in a professional or managerial environment. See below for an outline of permitted/not permitted items.

Tops

- Tops include polo shirts, shirt, turtleneck, smart rugby style shirt, blouses, fitted tops.
- Top must not be low cut and must completely cover cleavage and midriff.
- Male students must wear a collar.
- T shirts are not permitted.
- Thin strapped vest tops are not permitted.
- Smart jumpers/cardigans/ blazers are allowed.
- Ties are optional.
- Hoodies are permitted but must be navy, black or grey in colour and must not have large logos on them
- If a hoody/jumper is removed, what a student is wearing underneath must meet the above dress code

Dress/Skirts/Trousers

- If dresses or skirts are worn that are more than three inches above the knee, tights of one colour must be worn underneath them. Dresses must also not be strapless or have thin straps.
- Skirts that are shorter than three inches above the knee must not have a split in them.
- Dresses must not be made of a tight-fitting, stretch t-shirt material or any denim.
- **Trousers** should not be tight fitting and should cover the whole leg. Chino style trousers/ suit style trousers/ tailored trousers are permitted. Straight legged cargo style trousers, with minimal pockets and no logos are permitted. Leggings should only be worn under a skirt or dress.
- Tracksuit bottoms are not permitted.
- Jeans of any colour are not permitted.
- Leggings are not permitted unless under a skirt or dress
- During hot weather, shorts are acceptable providing they are smart/casual, i.e. reflecting the descriptors above (not more than 3 inches above the knee, tailored or cargo are fine. Cycling/Lycra shorts are not permitted.

Make up

- Discreet facial make-up, nail varnish and discreet jewellery may be worn.

Shoes

- Should be smart, comfortable and suitable for moving round the Academy
- A traditional-style shoe, or smart/casual shoes such as Gazelles or converse, can be of any colour.
- Discreet trainers, which are all black or all white, are permitted, but not those that are for playing sport in .
- Combat style boots, sliders and flip-flops are not acceptable.

Piercings

- Piercings should be discreet. Ear and nose piercings (must be hidden) are allowed, however health and safety will always be consider when making decisions on appropriate piercings. If unsure check with your progress leader first.
- Eyebrow piercings are not permitted.

Hair Colour

- Students are permitted to dye their hair any colour they like, however it can be only one colour in addition to their natural hair colour. Students should be aware that continuously colouring their hair can lead to damage and we would always suggest that they have it done by a professional hairdresser.

Students and parents should refer to the visual guide on the website for further clarification.

Headphones & phones

- Headphones are not to be worn anywhere in the Academy building (excluding the Hub/Pavilion).
- Mobile Phones are not to be used anywhere in the Academy building (excluding the Hub/Pavilion - however games are not permitted to be played on their phones in the study space and will be confiscated).

This list is not exhaustive and individual judgements may be made by the Sixth Form Team.

Celebrating our students

5D sixth forms will celebrate student success, which could be success both within the school and beyond. Students should be encouraged to share successes from out of school, for example national representation in a sport. These will be celebrated in assemblies, social media and where appropriate with rewards.

Sixth forms will have their own rewards programme, where they are regularly recognising those students who go above and beyond, as well as those who 'get it right' every day.

Student of the Week and Half Term

We understand that many students get it right every day. These students are always focused, organised, diligent and respectful. In addition to this, many of our 6th form students are extremely helpful and often go out of their way to support others. For these students, those who go the extra mile, they qualify for our 'Student of the Week' award. Every week form tutors nominate a tutee that fits these qualities and the deserving winners are issued with a free Cucina Voucher where they can exchange their token for a free product of their choice.

All students who are nominated for student of the week, will then be invited to a celebration event at the end of each term, to reward their continued positive behaviours and attitude.

In addition to this, the sixth form leadership team will award a 'Student of the Half Term' for both Year 12 and 13.

Prom

Every year we hold the Year 13 Prom for our students who are leaving us, to celebrate their time in the Sixth Form. All students have the opportunity to attend this, but must meet the following criteria: their lesson attendance must be 90%+, their attitude to learning for each subject must have an average of 3 and they must not have been sent home for their uniform more than twice.

If students do not quite meet these criteria, they will be able to earn back the opportunity to attend, by volunteering around the academy.

Student Progress and Attainment

Our aim is that all students in our 5D sixth forms achieve their potential in the subjects they have chosen to study. Student data will be forensically analysed at each data point to allow for timely intervention. The Head of Sixth form will analyse headline data and subject headline data, to identify key target groups that need further support. Through data analysis meetings the Heads of Sixth form will meet with subject leaders to look at the detail behind their data and create clear actions to move students forward.

Simultaneously the year leaders will analyse individual students who need support within their subjects and will work with the sixth form team and tutors to ensure targeted support and intervention is put in places for students.

Curriculum

5D sixth forms will work collaboratively to offer a full curriculum across the schools, to ensure we meet the needs to our students and the community. Not all subjects will be offered in all schools. Curriculum offer will be reviewed regularly during the application cycle, so that decisions can be made and communicated with staff and students in a timely manner. For subjects with small numbers, 5D are committed to ensuring these subjects are delivered in one of the schools and will direct students during the application process to the right school for them.

The curriculum will be reviewed each year, considering the next cohort, curriculum changes at a national level and also the changes within the direct community of the 5D schools. Our focus will always be to ensure we have the right students on the right courses.

As part of the curriculum all 5D sixth form students will take part in PSHE lessons. The PSHE curriculum will be coordinated across the Trust sixth forms, to meet the students' needs and tackle current issues that our students face.

Independent learning

Every student in Year 12 & Year 13 is expected to do the equivalent number of hours of private study as they have lessons. This is the minimum expected, with our most successful students far exceeding this.

All students in Year 12 and 13 are allocated a number of timetabled, supervised independent study and extended learning lessons undertaken in the Q Zone. Students are registered for these sessions and attendance must be punctual, as with any timetabled sessions.

Year 12 will also have personal study allocated where they must be studying in the pavilion. A register will be taken and it is vital for students to make the best use of this time. While teachers and tutors will provide plenty of guidance in the early weeks of Sixth Form about how students can best use their non-contact time, learning to motivate oneself and take responsibility for one's own learning is central to Sixth Form study and critical success in future study and careers.

Beyond the curriculum

5D sixth forms will offer more to their students than just academic qualifications. Students will also have the opportunity to take part in a variety of enrichment activities and programmes. Each 5D sixth form is committed to taking part in the 5D Key Stage 5 Varsity Cup. This provides students with the opportunity to represent their sixth form, whilst competing against the others. The cup programme will be coordinated from one year to the next, involving various subjects across the school to allow students to take part in competitions across the subject areas and beyond. For example, sports, creative arts, cooking, university challenge.

5D sixth forms will also give their students the opportunity and encourage them to give back to their community through volunteering. This may include subject ambassadors, school events, fundraising etc. Students may also decide to take on a leadership role within their sixth form or school such as Head/Principal Students, Student Council, Senior Students.

Our sports academies are also an integral part of our 5D sixth forms and we have the passion and drive to expand our offer across all our sixth forms. Those students are part of the academies will be known as 'student athletes' and will be support by their coaches and sixth form teams to effectively balance their sport with their studies.

Work experience will be encouraged in all our sixth forms. While we hope many students will be able to schedule work experience outside of the school term, students will be permitted to have up to 1 week out of school to complete relevant work experience. Students will have to complete the relevant paperwork in advance of their work experience so this can be authorised appropriately. It will be the student's responsibility to find placements, but the sixth form team and careers team will support.

Enrichment

Students will be given the opportunity to take part in a variety of activities both within the Academy and within the local community area in order to add social capital to their portfolio. Some examples of what we have on offer ranges from sporting activities, peer mentors, manga drawing, cooking skills, academic mentoring, volunteering, external work experience, Young Enterprise, MOOCs, First Aid courses and many more opportunities throughout the year. Through proactively engaging with these sorts of opportunities, students will be

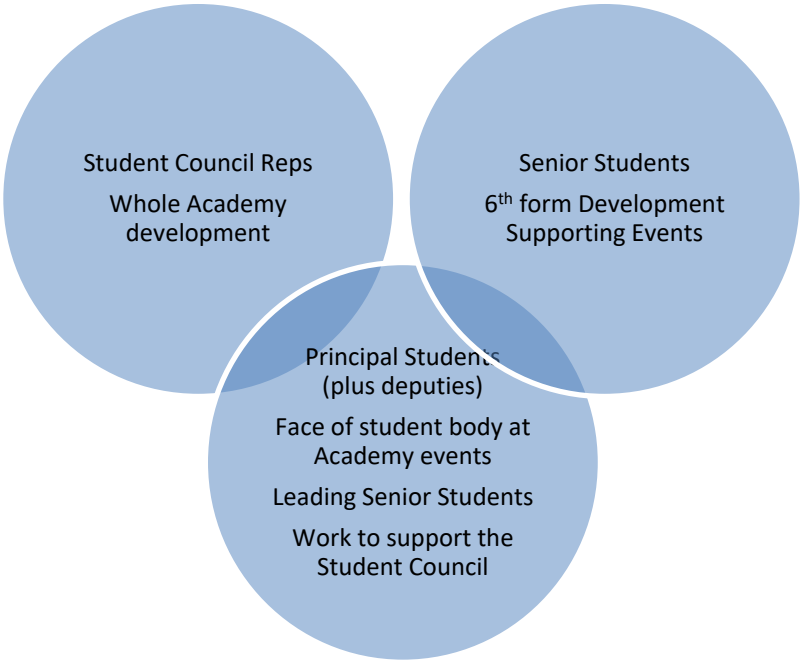
developing skills and attributes that will be highly valued when making applications to universities, apprenticeships and jobs.

Volunteering

Students will be offered numerous opportunities to volunteer, for example peer mentoring, SEND mentoring and mentoring at Oakhill Young Offenders Centre. We will also be working with local organisations and charities, while students should be encouraged to seek out their own opportunities to volunteer in the wider community.

Sixth Form Leadership Team

At the end of Year 12 students will be able to apply to take on the role of Principal Student. There will be two Principal Students and at least two Deputy Principal Students. Working with the Principal Students will also be the Senior Students; there will be around 12 from each year group. In addition, students can apply to be a Student Council Representative. Both the Senior Students and Council Reps are one-year roles. The diagram below gives an overview of the responsibilities and the cohesiveness of the three roles.



Destinations

We want all our 5D students to be successful in their chosen destination after sixth form. Therefore, all 5D sixth form students will have access to a careers programme to help them consider and choose the right post 18 destination for them. Students will receive advice and guidance on both the UCAS and apprenticeship application process. They will also take part in a range of activities during their time in sixth form to help them make the right decision for their future. All students, in Year 12 and 13 will have directed conversations with their tutors regarding their pathways and will have access to a qualified careers advisor during their time in sixth form.

The sixth form team will identify any students who do not have an intended destination and will work closely with the student, parent, tutor and careers advisor to support them in finalising their decision.
In February of Year 12 an Options at Post 18 Evening will be held to introduce students and parents to the different pathways students may wish to take after sixth form. Regular information on Open Days is publicised through displays in the Sixth Form Hub, Academy and via email. Students should take advantage of any organised Open Day visits, as well as the UCAS fair in the summer of Year 12.

In the final term of Year 12, tutor time will be devoted to the drafting of personal statements in readiness for making job and university applications. Applications to universities are made online via the UCAS APPLY service and all students are encouraged to apply.

Students need to be aware that some popular degree courses (such as Law and Medicine as well as entry into Oxbridge) and particular universities require students to sit additional tests, which need to be organised by students themselves that wish to access these courses before the end of Year 12.

Students who decide to apply for an apprenticeship should join the 'Apprenticeship Group' run by Miss Tyrell, which will support them with researching, applying, interviewing and securing at apprenticeship.

Financial Support
Financial support is given to students who qualify for the bursary. Students should apply for the bursary at the start of year 12, although can apply at a later time if circumstances change. The 5D Bursary policy is available on all schools' websites, along with the application form and declaration form (for year 13 students who applied and qualified in year 12). Bursaries can only be awarded when applications are accompanied with the required evidence. All Heads of Sixth Form will apply the bursary policy when making decisions on applications.

Admissions and Transition
5D Sixth forms will apply the Trust admissions policy for students wishing to enrol into their sixth forms. This includes completing the application form on time, attending interviews and induction as well as meeting the entry requirements.

These are also seen as key strains of our transition programme, which in 5D sixth forms is considered to start from our open evenings and involves the following steps

- November Year 11- attending open evening- information finding evening.
- December/January Year11- completing application- narrowing down your choices.
- February/March Year 11- attending interview- right students on the right courses.
- April/May Year 11- accepting offer- meeting deadline.
- June Year 11- attending induction- ensure the sixth form and courses are right.

- July/August – enrolling and completing transition work both for subjects and sixth form booklet.
- September- submitting transition work and sitting knowledge tests (see below)
- September/November Year 12- actively taking part in induction tutor sessions.

If students complete all the above, students will be on the right courses for them and will make a quicker and smoother transition into KS5, as well as having all the skills and knowledge they need to achieve their potential and beyond.

All students will study the expected minimum guided learning hours of 580. Some students may choose to study 4 A levels or take core maths of EPQ alongside their chosen subjects, students' suitability for this should be carefully considered. Sixth forms may choose to have specific entry requirements for this additional study. Those without a 4 in either GCSE English or Maths will re-take this qualification alongside their level 4 programme of study.

Summer transition work will be about 7 hours of study per subject. The summer work will be tested by 3 weeks of transition knowledge tests in each subject. Data from these tests will be given to the sixth form team along with students' attitude to learning grades. The sixth form team will then meet with students, and parents where necessary, where there is concern in their performance and attitude, to create a clear action plan.

The application process and transition programme should ensure that students have made the right course choices, however if a student does wish to change course, this can only be done in the first 4 weeks of year 12, if they have the entry requirements and a clear plan of how they will catch up the work missed. After the end of September, no courses changes will be permitted.

Developing and Improving

As a Trust we will never become complacent and will always strive to improve and develop our sixth forms. The 5D Reflective Development Cycle will play an important role in this, allowing Sixth Form teams to review their own sixth form as well as others within the Trust. Part of the Reflective Development Cycle sixth form teams will regularly review the effectiveness of their tutor times, check Year 12 and 13 folders, the use of their study spaces and student views (through student leadership teams and student sixth form surveys completed twice a year). The Key Stage 5 Reflective Development Cycle can be referred to for more detail.
Heads of Sixth Form will ensure that their team reflects on any reviews/feedback and discusses any actions, any changes should be communicated to the necessary people, particularly the students, so that they feel heard.