

2016-17

Student Handbook



Farmor's School
AN ACADEMY

SIXTH
FORM

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6/1/2016

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Introduction

Welcome to Farmor's School Sixth Form. We hope you have a very successful and happy time here. This handbook is designed in consultation with students to provide you with everything you need to know about how the Sixth Form runs so that you can settle in quickly. Please make time to read through it so you know what it contains. There are also forms here for you to download for example when you learn to drive or need an authorised absence. If you have any questions that are not answered by this handbook, then please come and ask a member of the Sixth Form team.

Well done on the hard work that has got you this far and we look forward to sharing this next stage of your journey with you.



Emma White

Head of Sixth Form

Advice from Former Students

Balancing Studies with Social Life

“Plan the use of your time so you can divide it between your social life, domestic responsibilities, studies and extra-curricular activities”

“Remember to enjoy yourself when the work gets too much”

“Don’t do a part-time job on the weekdays – it drags you down in the end”

“Use the study periods in school for study – then you will have more time at weekends to enjoy yourself”

“Try to put your studies first”

“If you work part-time: don’t over-do it”

“Don’t just work all the time – but try to work in school as it will take the pressure off when you get home”

“Don’t feel guilty when you go out – enjoy yourself and then you will feel more like working”

“Timetable everything in, including study, rest and social activities”

“Have a social life but don’t let it take over your studies”

Tips for being more organised

“Don’t try to work in the common room – go somewhere quiet”

“Keep your notes in order”

“Don’t leave things to the last minute”

“Make a study timetable: it really helps!”

Studying in School

“Give yourself breaks – but not too many”

“Use the LRC - the more you do in school the less you need to do at home”

“Use study periods – don’t waste them – it catches up with you in the end”

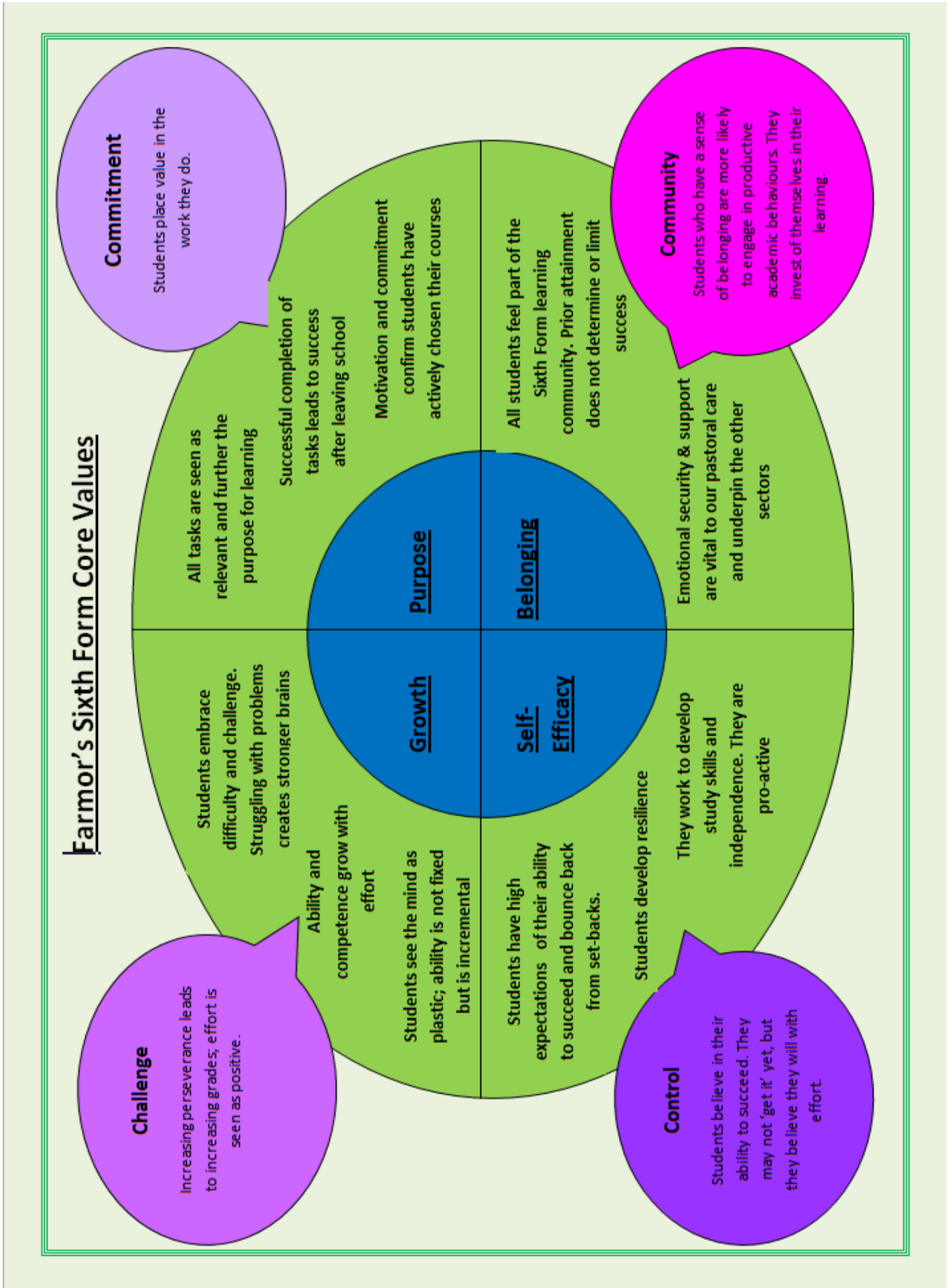
“See teachers if you need to”

Sixth Form Timetable

	MON	TUES	WED	THURS	FRI
08:45-09:00	Morning Registration				
09:00-09:35 PERIOD 1					
09:35-10:10 PERIOD 2					
10:10-10:45 PERIOD 3					
10:45-11:20 PERIOD 4					
11:20-11:40	Morning Break				
11:40-12:15 PERIOD 5					

12:15-12:50 PERIOD 6					
12:50-13:50	Lunch				
13:50-14:25 PERIOD 7		Speakers' Programme			
14:25-15:00 PERIOD 8					
15:00-15:35 PERIOD 9					

Farmor's Sixth Form Core Values



The Sixth Form Agreement

We endeavour to provide you with an outstanding learning experience together with wide-ranging enrichment and personal development opportunities. We hope to prepare you fully for whatever your future may hold. Staff will be dedicated in helping you to achieve your goals. Our Core Values underpin the mutual agreement between you as a student and us as a provider. They are outlined below:

COMMITMENT

- We will provide equality of opportunity for you at all times; regular reviews of your progress both at subject and overall level with support such as academic mentoring and study support group being available to you; impartial information, guidance and support on subject choice, careers and further study.
- All Parental questions and communications will be responded to within 24 hours by a member of staff.
- Farmor's Sixth Form will commit to ensuring all students are able to complete courses that they start, irrespective of class sizes and staff changes.
- Teachers will commit to delivering high quality, relevant lessons; providing high quality, frequent feedback and being available between lessons for individual tutorials as required.
- In return you will attend all lessons including Mentoring, Enrichment and Speakers' Programme sessions; attend individual interviews with tutors as arranged; attend all required registrations and assemblies; be punctual and prepared for lessons; fill in a Record of Planned Sixth Form absence (blue form) for any foreseen absence.
- You or your parent will telephone or e-mail the school before 9.00am if you are unwell.

COMMUNITY

- Emotional security and well-being are vital to our pastoral care and we have a dedicated pastoral team who are available throughout the day for student support which includes access to guidance and support on personal matters including the school counselling service which is entirely confidential.
- Avoid behaviour, dress, actions or language which may cause offence or harm to others. Clothing and footwear should be appropriate for your courses and reflect your role as role models to the lower school. Smoking (both cigarettes and e-cigarettes) is not allowed on or within sight of the school grounds including the back drive. Avoid excessive displays of intimacy and affection in public places including the Sixth Form area. Alcohol must not be consumed on site or during school hours.
- Music in the common room can only be played quietly during lesson time and should be at an appropriate level at other times. There should be no music played at any time in any of the Sixth Form study areas. MP3 players are only for use in the Sixth Form area – otherwise headphones should be out of ears and out of sight.
- We ask for a £5 voluntary contribution per student per annum to contribute towards student Sixth Form resources. The Sixth Form Social Committee budget and allocate these funds in consultation with the students.
- Ball games, including table football, are banned anywhere in school and outside at all times during lessons.
- You are required to read, sign and abide by the Computer Acceptable User Policy (AUP). Any breach of the policy will lead to your network access being withdrawn.
- You are only permitted to park your car/motorbike in designated areas on the school site if a permit has been applied for (See Car Use Policy).
- As a Year 12 student, you are not allowed to drive in to school until summer study leave has started in May. Students who live in Fairford are not allowed to drive in. Your permit should be displayed at all times in parked vehicles. Dangerous and inconsiderate driving will result in a ban (See Car Use Policy)

CONTROL

- Students are encouraged to be in control of their own destiny. There is a wealth of information about career destinations. Students are encouraged to be proactive about making the most of these opportunities.
- We provide you with a personalised and flexible approach to your learning requirements so that you can work constructively during Study Periods paying due respect to those around you. You are expected to study in school during these periods rather than sign out. Study spaces include the Sixth Form foyer, corridor, terrace and café areas where you can study collaboratively. Please maintain noise levels to a sensible limit during lesson times so as not to disturb classes nearby. The Sixth Form Learning Resource Centre (LRC) is reserved for quiet and private study. Any discussion should be kept to a whisper.
- You are to register and sign in / out on all occasions for health and safety reasons.

CHALLENGE

- We will provide an engaging and stimulating learning environment that stretches and challenges your own ability level. A levels are meant to be difficult. You have chosen A levels because you want the intellectual challenge and are ready to put in the required effort to be successful. Prior attainment is not a limiting factor. Struggling with a problem leads to the creation of new neural pathways and increased academic success. Farmor's Sixth Form will provide academic support and mentoring to increase your resilience.
- To rise to this challenge, you will need to meet and complete homework and coursework deadlines and avoid any form of plagiarism or cheating.
- In addition to the academic part of your Programme of Study we will offer you diverse enrichment activities to widen your interests and develop transferable skills for the future. This may include work experience.

WHAT HAPPENS IF THE RECIPROCAL AGREEMENT BREAKS DOWN?

If you are struggling with any aspect of the four Core Values, we will initially offer you support. Failure to engage with this support will lead to the support and disciplinary process being triggered (see Support & Disciplinary Process).

There are also specific features to draw your attention to:

Attendance

- The school reserves the right not to enter you for exams if you are not meeting your responsibilities of attending at least 95% of lessons including enrichment and morning registration. This will be triggered if you have not engaged with the support offered in line with the Support & Disciplinary Process. Your attendance will be reviewed half termly and you will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 95% for the period

Study Habits

- The Sixth Form Learning Resource Centre (LRC) is reserved for quiet and private study. Any discussion should be kept to a whisper. If you do not adhere to this rule you will be asked to leave. Persistent talking in the LRC will result in a ban for a fixed period. You are not allowed to eat in the LRC at any time and the only drinks allowed are water bottles. Mobile phones should not be used for social purposes whilst in the LRC. Please be aware that CCTV is in operation in the LRC.

Behaviour

There are many aspects of behaviour not listed here but are taken as given expectations for young adults and implicit in the principles above. They are the same expectations of standards of behaviour that are placed upon members of staff. We would not expect to be issuing sanctions for inappropriate behaviour as a discussion usually resolves any uncertainty as to where the boundaries are. However, if problems persist, we will refer them to Mr Evans (Head Teacher) to consider an appropriate course of action.

This document needs to be signed by you and your parent and returned to the Sixth Form Office.

Student / Parent declaration: I have read and understood the agreement above:

Student Name and Tutor Group: (Please print using BLOCK CAPITALS):	Student Signature:
Parent Signature:	Date:

Sixth Form Attendance and Monitoring Policy

Rationale

The Sixth Form maintains a culture of high attendance and has a very clear process for monitoring attendance and absence. It is proven that students risk reducing their chances of achieving their potential to 27% if attendance falls below 90%.

General Principles

The key to an effective system is communication. Students need to keep tutors and teachers informed of their movements and to forewarn them of any planned absence.

- The presumption is that any absence is considered unauthorised, unless a valid reason is given otherwise.
- If the absence can be foreseen, then the student should apply for planned absence in advance.
- When the reason of absence could not have reasonably been foreseen, then the school should be contacted on the day in question before 9.00am. If the student fails to do this, the absence will not be authorised, until acceptable explanation is provided.
- Any absence as a result of a holiday will be recorded as unauthorised.
- The following system is transparent and applies to all students.
- If attendance (along with behaviour and attainment) falls below an acceptable level, we reserve the right to refuse entry to Year 13.

Punctuality

- Punctuality is expected of students at all times.
- If a student arrives for a lesson more than 15 minutes late this will be recorded as an unauthorised absence unless there is a transparent reason for lateness – for example, late-running buses.
- If a student arrives for registration more than 5 minutes late (i.e. 8.55am) they will be marked 'here' but the tutor will note the lateness. If the lateness becomes an issue in the eyes of the tutor, the matter will be raised with SC/EW and Parents.

Communication

If a student has any unauthorised absences from lessons the school will endeavour to contact home by whatever means deemed appropriate – this could be letter, e-mail or phone call. Outcome of any communication will be shared with SC, EW, Tutors and Teachers. If a student has 2 or more unauthorised absences from registrations in a week contact home will be made, by Tutors in the first instance.

Attendance Monitoring

Attendance will be reviewed half termly and students will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 90% for the period. If a student does not improve attendance within the agreed time, the school reserves the right to consider whether continued Sixth Form study is appropriate.

Attendance Registers

- All staff will complete lesson registers in a timely way.
- Tutors will follow up N codes for unauthorised absences for both registration and lessons.

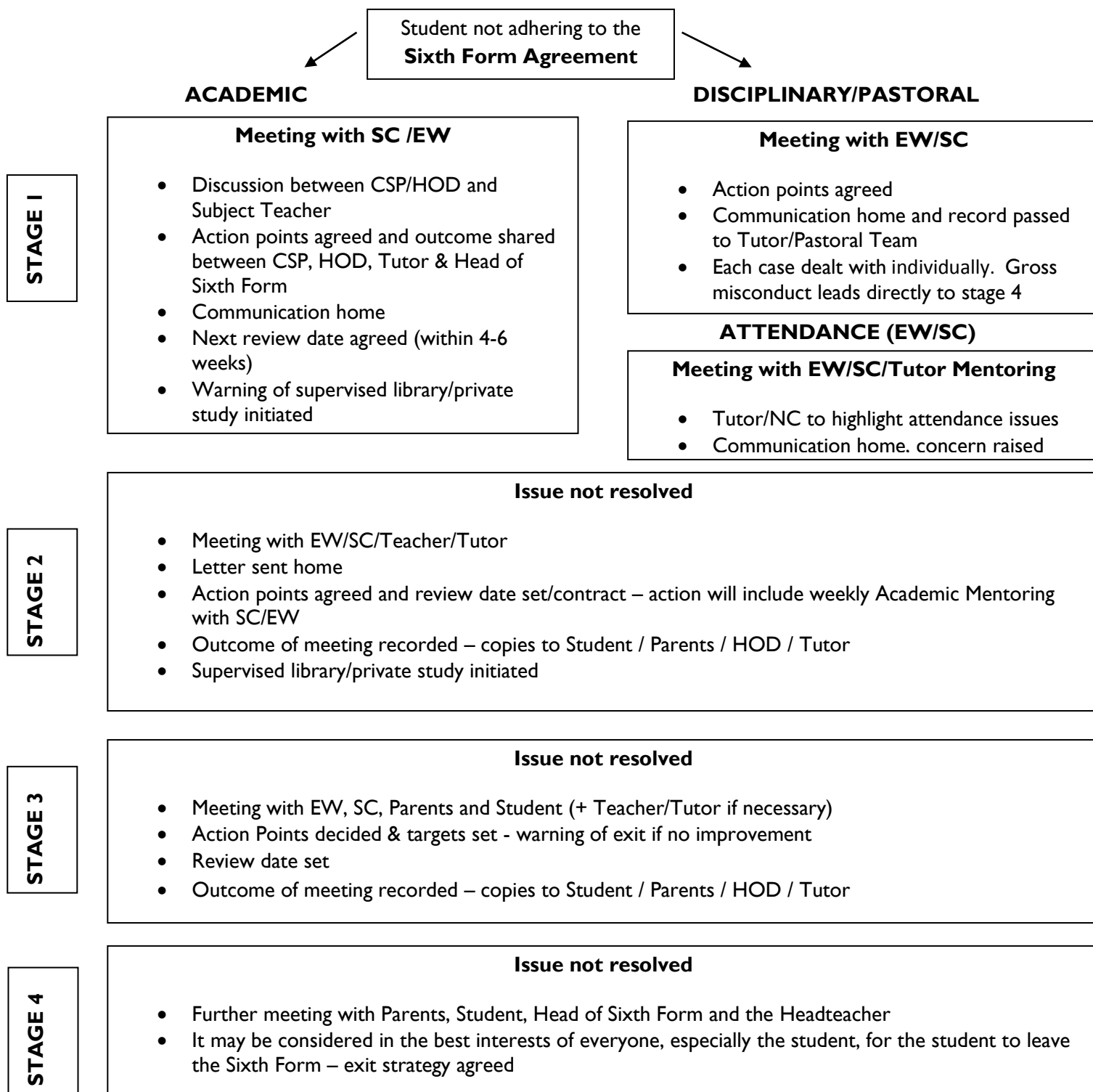
Reporting

- Unauthorised absences will be sent home to parents throughout the academic year

The Sixth Form Academic Mentoring & Disciplinary Process

Students need to adhere to the Sixth Form Agreement. Failure to do so will result in action being taken as outlined in the process below. This may result in students not being able to continue with a particular subject or at worst putting in danger their Sixth Form place. Students will be offered appropriate support to help them succeed, feel confident, be healthy and have high hopes for the future.

Concerns will be dealt with by Tutors in the first instance. If a student does not respond to advice given by taking the relevant action, they will enter the formal mentoring and disciplinary process.



How to be a Successful A level Student

STUDY SKILLS

There will be taught sessions each week to help you become effective independent learners. Topics covered include Note Taking, Time Management, Organisation Skills, Prioritisation, Revision and Learning Strategies. Those of you studying the EPQ will have these skills embedded into your course.

STUDY PERIODS

All 'free' periods on your timetable are study periods. You are expected to use them to enhance and consolidate your learning. You will be given guidance on how best to use this time in school and if you are not achieving, you will be placed on academic mentoring and your use of these periods will be monitored and directed.

SIGNING IN AND OUT

You must sign in /out using your full name, date and time whenever you leave or return to the school site. The signing out book is on the table in the foyer. **This is a health and safety requirement essential for checking your whereabouts in the event of a fire.** Please also sign in and out during study leave and exam periods as we have no other means of knowing who is on site.

MOBILE PHONE USAGE

Students should not use mobile phones during lessons or in the LRC for social purposes. Not only does it suggest a student is not listening to the lesson being taught, but it is a distraction and rude to the Subject Teacher they are under the supervision of. Instead, why not use your phone to stay organised with your calendar, emails and app facilities?

WHAT EQUIPMENT DO YOU NEED?

You will need folders, dividers, A4 file paper, revision cards, pens, pencils, a memory stick, clear plastic wallets, highlighters and a bag for all this stuff. Your individual subjects may well also have text books that you need to buy, so read the preparatory material carefully and get yourself organised.

ICT FACILITIES

You have access to computers in the LRC and Library. You are also very welcome to bring in your laptop or tablet; there are electrical sockets in the LRC to which you have access to charge your devices. There is Wi-Fi throughout the Sixth Form and Library. Printing is free to support your studies however please be mindful of the environment, for example double- sided printing where possible.

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Maintaining Optimal Mental Health

We all have mental health, just like we all have physical health. We should aim to have optimal mental health, meaning that we are able to cope with life's pressures in a productive and safe way.

What is stress?

Situations or events that leave you feeling under pressure, worried, upset, sad, angry or with a mixture of similar feelings. It is important to recognise that stress is a natural bodily response to our environment.

Is stress bad for you?

As you can see from the image below, stress is not necessarily a bad thing! Just the right amount of stress can motivate and push us to perform our best. The key to maintaining positive mental health is recognising when our stress levels are too great and what we can do to reduce them.



How will I know if my stress levels are not healthy?

We all react differently to stress so you may not experience all of the symptoms below. If you are experiencing these symptoms there are self-help remedies suggested.

Physical	Emotional
Palpitations	Fear of silence
Breathlessness	Tears and mood swings
Headaches	Loss of concentration and memory
Skin trouble	Impatience and restlessness
Loss of appetite/feeling sick	Loneliness & isolation
Feeling tired	
Problems sleeping	
Sweating	

If you begin to experience other symptoms (sadness, feeling low, anxiety, feeling that you are worthless or any other symptom that worries you), it is important that you speak to someone to get the support you need. No one else will be informed without your permission (unless we believe you or someone else is at risk), not even your parents. Involving your family and friends can be very helpful but this is your choice and will not be forced upon you.

Strategies for managing stress

- Be active: go for a jog, a swim, Zumba class, whatever you enjoy! Exercising makes you feel good.
- Try to feed your body with healthy things, not high fat, high salt, high sugar snacks. Drink plenty of water too. A healthy body can help support a healthy mind. Keep an eye on your caffeine intake too.
- Identify the events/experiences that are stressful. Awareness of your stressors is key. Keeping a mood diary can help you to identify this if you find it hard to pinpoint.
- List what you can do to make things easier. This might include asking yourself – “can I handle this situation or do I need support?” You may find it useful to talk this through with someone (see below).
- Imagine yourself trying to deal with stress in a different ways – does this make you feel that you might have more control than before? Be aware of your negative thought patterns.
- Have a ‘stress box’ that you can turn to when you need a break. Fill it with your favourite things (a football, your favourite CD, nail varnish etc.) and allow yourself time to relax. Plan study breaks and social activities in your work schedule.
- Write down your worries and stresses- and then tear up the piece of paper! Sometimes ‘getting them out’ can be very effective.

First hand support

- Connect with the people around you, whether it’s a close friend, parents, teacher, tutor, Samaritans or Doctor. Building relationships with those around you will lead to a more supportive network for you.

Helen Sharman- Jones (school nurse) Tuesday 12:50-13:50

Childline: 0800 1111 (free)

The Samaritans: 0845 790 9090/ 116 123 for free from a mobile

- See the ‘Channels of Communication’ page for emails if that is an easier way for you to start the conversation.
- If you feel that you would like to see a school counsellor, please speak with Miss Crawford. She can refer you on to them. You do not need to give her any details about your concerns if you don’t want to.

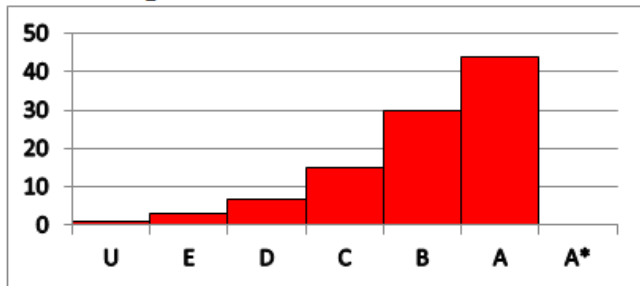
How do **MEGs** Translate into **Farmor's Grades**?

Your prior attainment at GCSE can be used to show the grades you might achieve at A level, depending on your commitment to your studies, your particular strengths and how much effort you put in. For each one of your subjects, you have an ALIS Chances Graph which shows the percentage of students who achieved each grade having started with similar GCSE grades to you. The 50th percentile (or average) is your MEG grade.

To show you the difference between those national graphs and our students, there are four graphs below that compare our results from 2015 with a student's Chances Graph that falls into that prior attainment band.

National ALIS Chances Graph Predictions

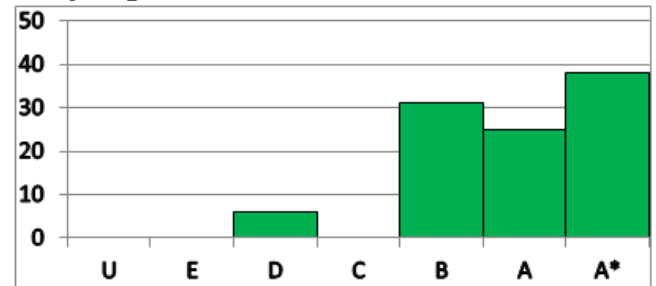
All A /A* grades at GCSE



This shows the percentage of each grade achieved nationally for students whose GCSE results placed them in the Very High band. A* are very rarely seen. This student's MEG was a B grade.

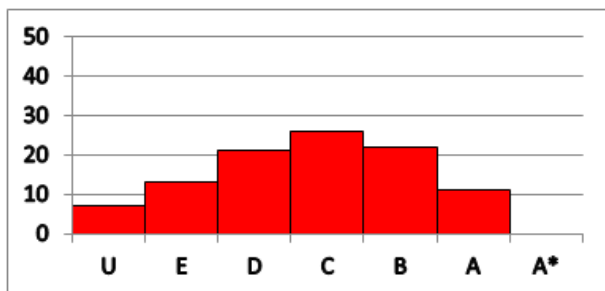
Farmor's Results 2015

Very High band: All A*/ A Grades at GCSE



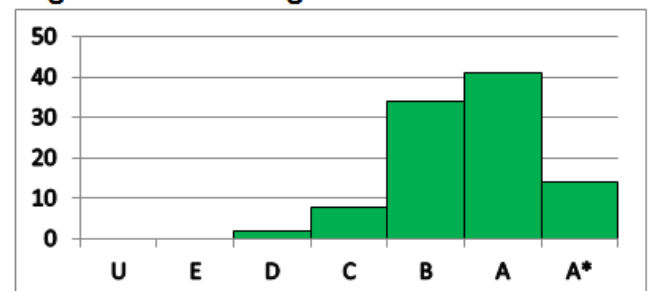
This shows the percentage of each grade achieved for the 9% of entries at A level for students whose GCSE results placed them in the Very High band.

All A/B Grades at GCSE



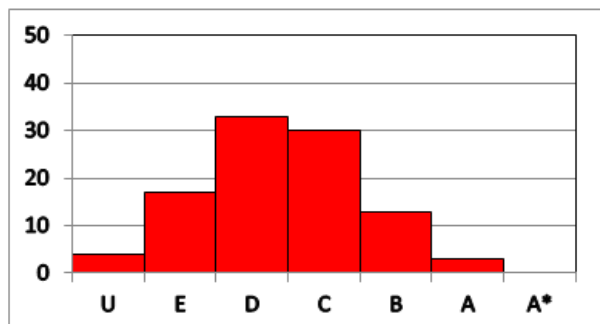
This shows the percentage of each grade achieved nationally for students whose GCSE results placed them in the High band. This student's MEG was a C grade.

High band: All A/B grades at GCSE



This shows the percentage of each grade achieved for the 26% of entries at A level for students whose GCSE results placed them in the High band.

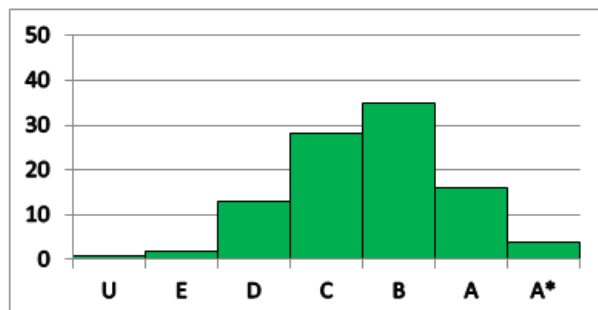
All B/C grades at GCSE



This shows the percentage of each grade achieved nationally for students whose GCSE results placed them in the Mid band.

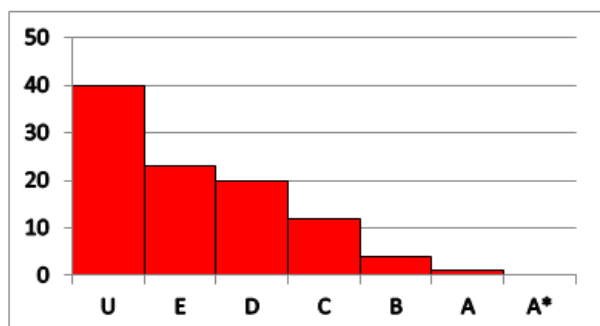
This student's MEG was a D grade.

Mid Band: All B/C grades at GCSE



This shows the percentage of each grade achieved for the 54% of entries at A level for students whose GCSE results placed them in the Mid band.

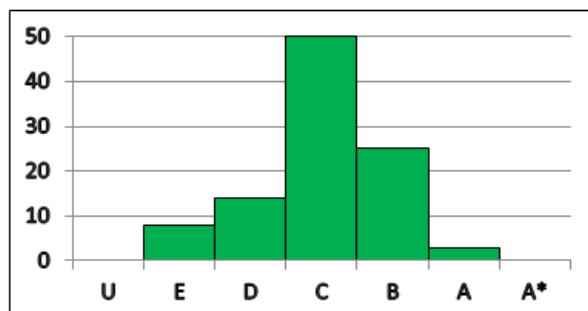
All C/D GCSE Grades



This shows the percentage of each grade achieved nationally for students whose GCSE results placed them in the Low band.

This student's MEG was an E grade.

Low band: All C grade and below at GCSE



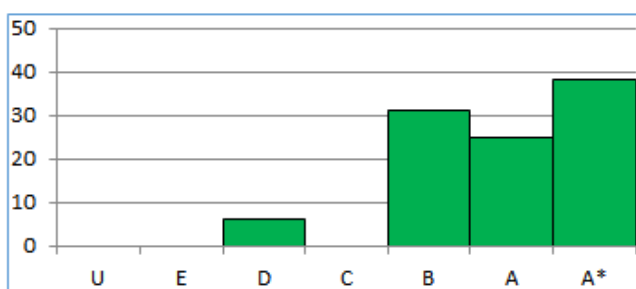
This shows the percentage of each grade achieved for the 11% of entries at A level for students whose GCSE results placed them in the Low band. Most Sixth Forms do not accept students in this band.

Outcomes Compared to Prior Attainment 2015

Student progress is measured against their Minimum Expected Grade (MEG) which is based on prior GCSE attainment. This is generated from national data and average outcomes in sixth form providers across the country for students entering with similar GCSE attainment.

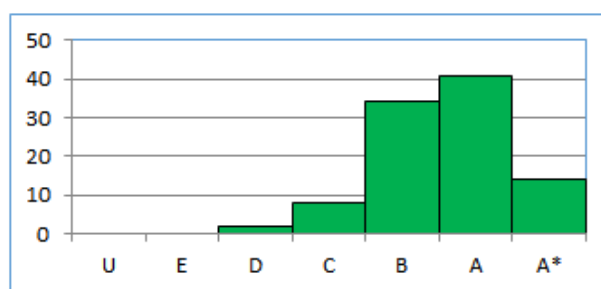
Below are the graphs comparing A level outcomes for 2015 against the GCSE prior attainment of those students in four bands and across all A levels taken by our students in Farmor's Sixth Form.

Very High band: All A*/ A Grades at GCSE



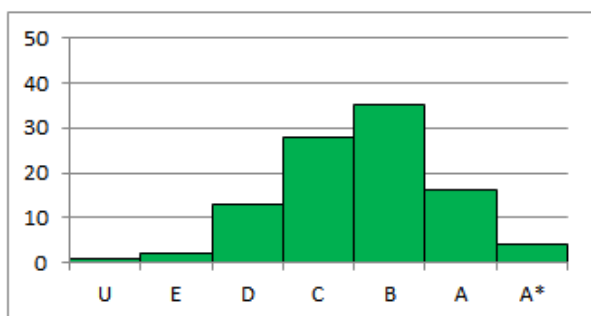
This shows the percentage of each grade achieved for the 9% of entries at A level for students whose GCSE results placed them in the Very High band.

High band: All A/B grades at GCSE



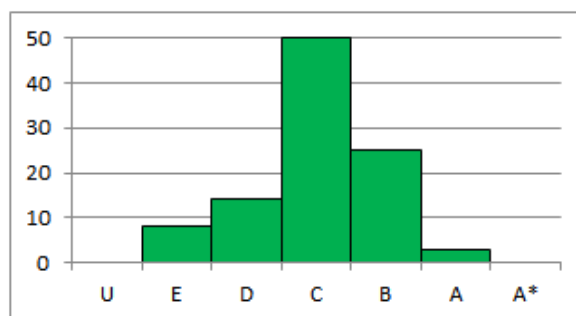
This shows the percentage of each grade achieved for the 26% of entries at A level for students whose GCSE results placed them in the High band.

Mid Band: All B/C grades at GCSE



This shows the percentage of each grade achieved for the 54% of entries at A level for students whose GCSE results placed them in the Mid band.

Low band: All C grade and below at GCSE



This shows the percentage of each grade achieved for the 11% of entries at A level for students whose GCSE results placed them in the Low band. Most Sixth Forms do not accept students in this band.

The most common grade achieved last year at A level was B, which was one grade above the MEG.

Reporting

During your time in the Sixth Form there are various points when staff will report in different ways on your progress, how hard you are working and what grades you are likely to gain at the end of your courses. This outlines those points.

October in Y12: we have an evening for parents to meet your tutors. We will ask all your teaching staff to identify any concerns they have with students' effort so that we have that information for that evening. It is an early indication as to whether you are making the transition to A level study successfully. This is about work ethic and attitude, not about what grades you might be getting for assessments.

MEG Grades: Your tutor will sit down with you one-to-one and discuss your GCSE grades and what the national predictions are for someone with your GCSE profile. These national predictions are your Minimum Expected Grades (MEGs) and can be different for each subject. (See the pages about Farmor's Chances Graphs and How Do MEGs Translate into Farmor's Grades.) You will also be asked to set your own Student Target Grade (STG) for each subject. This is about you choosing what grades you want to gain at the end and therefore how you are going to work to get those grades. You own these STGs.

November / December Y12: Your Interim Grade Report (IGR) will be sent home. This will have an effort grade, a MEG, your STG and also a Teacher Predicted Grade (TPG) for each subject. There will be a Parents' Evening after this IGR which is a chance for you and your parents to come in and discuss your progress.

June Y12: Your second IGR will be sent home. Again it will be followed by a Parents' Evening to come in and discuss progress.

September Y13: UCAS predicted grades will be sent home. These are the grades that we will put on your UCAS form if you decide to apply to university. They are a realistic prediction of the grades you are most likely to achieve in the summer of Y13.

October Y13: IGR sent home and again followed by a Parents' Evening.

March Y13: IGR and final Parents' Evening in the last push to the final exams in May / June of Y13.

You can see that there are regular reporting points throughout the two years and five opportunities for you and your parents to discuss progress. We are all working together for your success although, obviously you are working the hardest!

We also send home **Letters of Commendation** at least twice a year for students who staff nominate as working particularly hard. These letters of commendation also go into your Achievements Folder as a permanent record of your brilliance. I look forward to being able to put one in yours for you!

Sixth Form Effort Grades

1	<ul style="list-style-type: none"> • A highly effective independent learner. • Highly motivated, seeks challenge and sets an example to others. • Class work is always completed to the very best of ability. • Always takes an active part in lessons. • Homework and coursework is always completed to the very best of ability and frequently exceeds expectations.
2	<ul style="list-style-type: none"> • A good independent learner. • Enthusiastic and committed in lessons and enjoys the challenge of the subject. • Demonstrates initiative when completing class work. • Makes regular positive contributions. • Homework and coursework is always completed on time and to a good standard.
3	<ul style="list-style-type: none"> • Always prompt to lessons and arrives ready to learn. • Listens in lessons and respects others. • Completes all the class work in lessons. • Makes relevant contributions. • Homework and coursework is always completed on time.
4	<ul style="list-style-type: none"> • May be slow to arrive and not ready to learn. • Does not always listen in lessons. • Some incomplete class work due to a lack of focus. • Has potential to achieve more but lacks commitment. • Homework and coursework is occasionally late or not completed.
5	<ul style="list-style-type: none"> • Frequently late and not ready to learn. • Poor attitude and behaviour. • Does not complete class work in lessons. • Rejects help and guidance. • Homework and coursework is rarely completed.

To achieve an effort grade all the criteria in the previous grade and at least three in the grade awarded need to be met. For instance, to achieve a '2' effort grade all the criteria for a '3' grade and at least three of the criteria for a '2' grade need to be met.

Mentoring & What It Means

Your tutor is also your mentor. Their role is to help and support you through your time in the Sixth Form. All the Sixth Form tutors are experienced members of staff and most of them are Heads of Department and very knowledgeable about their field of study. They are all A level teachers and know the stresses and pressures of study in the Sixth Form. This means they are well-placed to help you and understand what you are going through. They are also the person who will write your reference, whatever you choose to go on to do after the Sixth Form. That means they want to get to know you so that they can write a meaningful and personal reference.

Mentoring

At least once every half term, your tutor will have a conversation with you about how things are going.

They may well discuss your folder, your grades, how you are feeling about your subjects, what your ambitions are, how your enrichment is. They may well also give you feedback from your teaching staff if they have any to share.

Depending on whether you are settling in to your studies at the start of Y12 or planning applications for your future later in Y13, these discussions will be different.

However, the purpose will be the same: to support you.

Students occasionally breeze through their A levels with no need of anyone, but most of us all need a little help from time to time. We have built these mentoring discussions into your programme to help you in case you need it, but also to give tutors individual time to get to know you better so that they can write better references. That means this is a win-win situation.

You can, of course, still come and talk to Miss Crawford and Mrs White if you want to.

If you are having any kind of problem with any aspect of your studies or your life, then please do come and talk to someone. If you find this difficult, then use the email lists on the Channels of Communication page and let someone know that you need to talk. We will then find you and start that conversation for you.

Just remember, A levels are Advanced Levels and that means you are allowed to find things difficult sometimes, just the same as we find things difficult sometimes too.

Communication

If you need help or have a problem, no matter how small you think it is, come and talk to someone! These are all the useful people who are ready and willing to help you to be successful.

Mrs White, Head of Sixth Form
ewhite@farmors.gloucs.sch.uk



Miss Crawford, Deputy Head of Sixth Form

scrawford@farmors.gloucs.sch.uk



Nikki Clark, Sixth Form Pastoral Manager

nclark@farmors.gloucs.sch.uk



I2AL- Mrs Lines, Maths Teacher

alines@farmors.gloucs.sch.uk



I2PB- Mrs Badger, Head of Art

pbadger@farmors.gloucs.sch.uk



I2TH-Mr Harvey, Head of RE

tharvey@farmors.gloucs.sch.uk



I2AR- Mr Rowan, Teacher in Charge of Biology

arowan@farmors.gloucs.sch.uk



I2PI- Mr Imeson, Head of Business and Economics

pimeson@farmors.gloucs.sch.uk



I2SJD-Mr Ditchfield , Head of Science

Ditchfield@farmors.gloucs.sch.uk



I2JS-Mr Speake, Head of History

jspeake@farmors.gloucs.sch.uk



I2JP- Ms Pearce, Teacher in Charge of
Photography

jpearce@farmors.gloucs.sch.uk



I3DHB-Mr Bowman, Maths Teacher

dbowman@farmors.gloucs.sch.uk



I3JJ-Mr Johnson, Head of Psychology

jjohnson@farmors.gloucs.sch.uk



I3LA-Mme Amoah, Head of MFL

lamoah@farmors.gloucs.sch.uk



I3GS- Mr Spurr, Head of Maths

gspurr@farmors.gloucs.sch.uk



I3SS- Ms Simmonds, Head of English

ssimmonds@farmors.gloucs.sch.uk



I3HF- Ms Fisher, English Teacher

hfisher@farmors.gloucs.sch.uk



I3ARW- Mr Wright , Head of Social Sciences Faculty

awright@farmors.gloucs.sch.uk



How Can I Improve My Portfolio?

Employers and universities are not just looking for your qualifications, they want to know what you are like as a person and what transferable skills you have. The evidence of this will be in your portfolio or Achievement Folder. So, how do you make yourself stand out?

Some things everyone will have:

- First Aid certificate
- Enrichment reference (see the timetabled enrichment programme)
- Speakers' Programme: evidence of all the activities you've participated in.

But then, you can take advantage of other opportunities to develop your portfolio. You could try these:

- A Future Learn course in an area you are interested in.
- A Work Experience Placement.
- Taking on some responsibility such as a school tour, helping at Open Evening or considering one of the Roles of Responsibility.
- Reading around the subject area you are interested in.
- Open days, summer school courses, trips and visits to relevant places.
- Taking a Gap Year to travel and develop your understanding, experience and maturity.
- Getting a part time job (for less than ten hours per week).

Have a look at the pages on Careers Guidance and Positions of Responsibility.

Enrichment

Sixth Form is not just about A level study. Employers and universities are looking for students who have a broad range of transferable skills that will make them successful in the fast-changing world. You also need an opportunity to explore other interests and have time that does not have an exam at the end of it. So we offer a wide range of enrichment activities for you to choose from. These ones are timetabled to one double lesson per week and you can choose one:

- **Latin**
 This is a beginner's course introducing you to the language of Latin and the Classical World with the option to take an exam at the end of course which will give you a Level 1 or possibly Level 2 Certificate. *Led by Mr Harvey.*
- **Creative Writing**
 A practical course that explores the skills of poetry, prose and drama and gives you the chance to develop those skills and enter writing competitions. *Led by Ms Burke.*
- **Duke of Edinburgh Gold Award**
 This is straight entry Gold and you do not need to have done Bronze or Silver. This is a highly regarded qualification that says a lot about your personal qualities and commitment. Involved in this is a skills section, an expedition and a community section. This is a two-year programme, but worth every moment! Please be aware there is a cost implication and this requires considerable commitment outside the timetabled sessions. *Led by Mrs Moore.*
- **Literacy Leaders**
 Are you interested in developing the literacy skills of lower school students?? If so, this is the thing for you! Working with students every week, you will support their vocabulary and language development. This will involve working with a Year 7 tutor group during registration, one morning a week. *Led by Mrs Navarro.*
- **Young Enterprise**
 If business is your interest, then this would suit you well. Set up your own company and run it to make a profit throughout the year. A great team-working opportunity and a chance to challenge yourself. *Led by Mrs Brathwaite.*
- **Current Affairs**
 This group will research and debate things going on in the world. If you are interested in debate, politics, critical thinking and public speaking this will allow you to develop those skills. *Led by Mrs Heslop.*
- **Catering**
 Learn to cook a range of varied and delicious meals to set yourself up for leaving home. All sessions will be practical so there will be a cost implication of approximately £3 per week for ingredients. *Led by Mrs Jayakanthan.*
- **Raspberry Pi Programming**
 Develop your programming skills on this versatile and high-tech little gadget! There will also be the opportunity to share your skills with lower school students with a range of projects, including the webcam monitoring of the coffee pot in the staff room... *Led by Mr Alsaigh.*

There is also a range of other activities which you can do as well in lunchtimes and weekends. These are additional to you choosing one of the activities above. These include:

- sports teams
- music lessons
- Far Moors walking club
- Science Club

This group aims to develop science in the lower school and primary schools. Activities in the previous year have included building and racing rocket cars for a National competition and building robots. *Led by Dr Clayton.*

Any queries, then come and talk to Mrs White, Miss Crawford or Nikki Clark.

Speakers' Programme

Every Tuesday we have speakers who come into the Sixth Form to share their experiences and expertise with our students. On the Speakers' Board at the bottom of the stairs you will find a list of who is coming in for the next few weeks.

Most weeks there will be a speaker for the Year 12 students and another for the Year 13 students, though occasionally each year group will be divided into smaller groups and you will be asked to sign up for the talk that most interests you. The reason for this is to ensure we have the right sized room for the speaker and audience. It is important that you choose and then go to what you sign up for. There is nothing more embarrassing than the audience not turning up!

We work on these speakers throughout the year, so if you have a particular interest area, then do let Nikki know and she will endeavour to get a relevant speaker for you.

Some speakers may need an hour and in which case the talk will start during lunch at 1.30pm instead of 1.50pm. This is not a problem as you finish half an hour earlier than the rest of the school on Monday, Thursday and Friday. So even if you give up 20 minutes on an occasional Tuesday lunchtime, you are still an hour and a half better off most weeks.

We ask for feedback on the Speakers' Programme each year and use speakers who are valued year on year by students. This means that we are confident that the range we offer is valuable, interesting and often entertaining and thought provoking. We will be asking your opinion on these speakers throughout the year, so please engage with the Programme and give us feedback to keep developing it as a meaningful and enriching part of our Sixth Form Provision.

Future Learn

Future Learn offers a diverse range of free online courses via a distance learning framework. Overseen by The Open University, they have links with 89 Universities throughout the world. Courses are delivered on a weekly basis, consisting of videos, forums etc. Courses are usually 3 hours per week for approximately 6 weeks.

Completing these courses will be an opportunity for you to add to your extra-curricular portfolio. With nearly 40 courses starting each week you will certainly find something that interests you! Courses vary from History to Psychology to Social Media. Studying these online courses demonstrates the skills that both universities and employers value: the skills of an enquiring mind and an independent learner. It will also help you to explore your interests and decide what you would like to do later in life. This means that you can choose whatever interests you rather than merely sticking to courses that are associated with your A level interests.

For this reason, Future Learn courses are a compulsory element of your Programme of Study. **You will be expected to complete one course per full term.** We value this resource so much that the Sixth Form Management team will also be completing their allocation of courses.

You can sign up with an email of your choice and then complete the courses on a computer, tablet or even your phone! You can work through the course at your own pace; courses stay online for longer than the allocated time. Once you have completed the course, just print off the completion page. Quick tip- if you don't complete the quizzes, you will not achieve 100% completion. Take this sheet to Nikki who will then file it in your Record of Achievement folder. This is a receptacle for certificates, commendations, reports and references that you will take away after at the end of your sixth form studies.

www.futurelearn.com

Positions of Responsibility

Sixth Form students have the opportunity in March of Y12 to apply for several roles of responsibility. The job descriptions for all these are available in the Sixth Form Downloads section of the website. This gives you an outline of the opportunities so you can think about whether you might have the time, interest and commitment for these challenges.

Head Boy and Head Girl / Deputy Head Boy and Head Girl

These roles are for students who want to represent the school at formal events, including such things as public speaking at parents' events and laying the wreath on Remembrance Sunday at the church. Students campaign for these roles and are elected by staff ballot of teaching, associate staff and governors.

Student Presidents

These two students are elected by the students in Y7 to Y12 and they run the School Council. They are the heads of Student Voice in school and act as advocates for the student body. They have a budget for implementing change and improvements as approved by the School Council.

Heads of House

We have four Houses in the school and these students apply to run the different house events from Sports Day to House Factor and the House Bake Off. New events are always welcome as is anything that raises the profile of the Houses and makes the younger students feel that they belong and are proud of their House. Usually two or three students work together as Heads for each House.

Charity Committee

The Sixth Form Charity Committee runs all the charitable events that happen throughout the school year. They approve events, keep the calendar and ensure everything is equitable and morally sound. This includes coordinating Red Nose Day and Comic Relief as well as choosing which charities we support each year and managing the Non-Uniform Days.

Social Committee

Well someone has to organise the Leavers' Ball and the Sixth Form events! So, if you've ever fancied yourself as an events manager, this is the place for you. You choose the events and manage the costings, organisation, publicity and running of them. We will help you out, but it is a great way to show leadership and team working skills as well as being responsible for one of the most significant events in the Sixth Form calendar.

School Tours

We always need students to give tours of the school to prospective staff and parents and students. If you would like to be part of this, then let us know!

Careers Guidance

A levels are just the stepping stone to what you want to do next. That next step might be university or it might be an apprenticeship, or it might be employment or you might not have a clue what you want to do next. All of these pathways are equally supported and you will get offered lots of opportunities over the next two years to improve your skill set, develop your portfolio and explore what you might like to try next. These are some of the kinds of support available to you.

- **Half-termly meetings with your tutor.** You will discuss your progress, how you're feeling about your studies, what is going well and what you might want more information or advice on.
- **Weekly careers bulletins.** These will be sent to your email from Nikki. These contain all the different opportunities each week for courses, open days, work experience, employment and visiting speakers. You should read these and see what interests you.
- **Weekly Speakers' Programme.** We will have a range of speakers and people from all sorts of different fields who work in different careers and sectors in society. Make sure you go to one of these each week that looks interesting. It will help you rule things in and out as you develop your interests and plans.
- **Careers Fair.** In November each year, we get providers in from different sectors and they set up stands in the Hall and LRC. This is your chance to talk to people about what their experiences have been and what their sector is like and also how they got where they are.
- **Careers Library.** In the LRC by the Exams Office there is a corner dedicated to university prospectuses, careers information and two noticeboards that are updated each week with new opportunities. If you have a quiet half hour, this is a good place to take a sofa and have a browse.
- **Work Experience.** If you are interested in a particular field, Nikki will work with you to set up work experience in that area. We have a huge range of contacts that is developing all the time, so let Nikki know your interests as soon as you can and she can help you.
- **Alumni network.** Sometimes you just need someone to talk to. We have an extensive network of ex-students who have offered their services to talk to you about their field. Again, just let Nikki know and she can put you in touch with someone.
- **Future Learn Courses.** If you are interested in a particular subject area, there will be a free online course in that subject area too. So check out the Future Learn website, which has free online courses that take just a few hours a week for 3-6 weeks. This can strengthen your portfolio to make you a more attractive candidate as they are all certificated courses run by universities. They will also let you see whether that particular subject area really does interest you.
- **UCAS.** If you want to go to university, there are dedicated days in the summer which take you through the process and support you in writing your personal statement, choosing courses and completing successfully.
- **Unifrog.** Whatever pathway you are interested in, your Unifrog account will help you. You will be given your own log-in in Y12 and this site pulls together all the HE, University and Apprenticeship information into one place and lists all the opportunities available to you in a particular field. It also allows you to compare the different courses in a variety of ways.

All you have to do is decide where your interests lie and we will work with you to find the next steps. We will never tell you what to do though ... that is your decision!

Sixth Form Cover Lessons Policy

At all times teachers will endeavour to set work for Sixth Form classes just as they would do for lower school classes. Sixth Form lessons are never to be cancelled unless there are exceptional circumstances.

In the case of absence, there is obviously no cover teacher to take the lesson but students should be developing the good habit of coming to the lesson as normal and carrying out the required work independently for the full duration of the lesson.

All work at A Level is useful to consolidate learning. Students are expected to respond as responsible independent learners to complete the work and ask Heads of Department for advice and guidance as required.

Good practice in place in departments includes:

- A clear expectation amongst staff that cover will be set for sixth form lessons in the event of staff absence
- Departmental procedures to set work if a member of staff has an unplanned absence and does not provide cover work
- The taking of a register by a member of the department
- The clear expectation that students carry out the work during the lesson itself in a designated venue
- Using Nikki Clark to hand out work and take registers where appropriate
- Subject Teachers checking attendance and work completion on return

Farmor's School 16-19 Bursary Fund Guidelines

The 16-19 Bursary Fund is a Government Fund that the school is given to support less well-off students. Students are entitled to apply for it if they continue in education after the age of 16 and up to the age of 19. The Government sets out clear rules of eligibility which include residential requirements. You must:

- Be a UK national born here or have UK Citizenship or a UK passport with three years of continuous residence in the UK before starting the course *or*
- Have 'indefinite leave to remain' *or*
- Come from an EU or EEA country and have lived in the UK for three years.

There are two parts to the fund:

1. The **Vulnerable Bursary** for students who are in Care, Care leavers or are in receipt of income related benefits in their own name.
2. The **Discretionary Bursary** for students who face genuine financial barriers to attending Sixth Form. This is means tested on household income.

Are you eligible for a Vulnerable Bursary?

To be eligible for a Vulnerable Bursary you must be in one of the following groups and be able to provide us with the evidence listed below:

Groups for Vulnerable Bursary	Evidence Required
In Care, including unaccompanied asylum-seeking students or have been in Care	A letter from your Social Worker or Local Authority
In receipt of Income Support or Universal Credit in your own name	A letter dated within 3 months from Job Centre Plus which confirms your Income Support or Universal Credit claim.
Disabled and in receipt of both Employment Support Allowance (or Universal Credit in place of ESA) and Disability Living Allowance or Personal Independence Payment in your own name.	A letter dated within 3 months which supports both of your benefit claims.

Are you eligible for a Discretionary Bursary?

If you are not eligible for a Vulnerable Bursary, then you can apply for a **Discretionary Bursary** if you are in one of the groups below and can provide the evidence listed against that group:

Band	Groups for Discretionary Bursary	Evidence Required (as applicable)
1	Your household Income is less than £16,190 p.a.	<ul style="list-style-type: none"> • P60 • Notice of Benefit received • Tax Credit Award Notice • Self Employment forms • Wage Slips • Pension wage slips • Bank statement
2	Your household income is between £16,191 & £20,817 p.a.	
3	Your household income is between £20,818 & £25,521 p.a.	
4	Your household income is between £25,522 & £30,000 p.a.	

If you are eligible for a Discretionary Bursary, what will you get?

Band	Support Available	How Will I Be Paid?
1 & 2	Daily free meal from Farmor's Catering	An allowance of £2.45 per day paid as a voucher to be used against the cost of food bought in school.
	Transport Costs	Payments can be directed to pay for bus passes or trip costs; material costs can be reimbursed on productions of a receipt.
	Materials for courses	
	Contributions to trip costs	
3	Daily free meal from Farmor's Catering	An allowance of £2.45 per day paid as a voucher to be used against the cost of food bought in school.
	Materials for courses	Payments can be directed to pay for trip costs; material costs can be reimbursed on productions of a receipt.
	Contributions to trip costs	
	Transport Costs	A contribution towards buss fess of no more than £300p.a.
4	Transport Costs	A contribution towards buss fess of no more than £300p.a.

Payments

Payments can either be made in kind with the supply of reduced cost bus passes, essential kit for sports or for courses such as art materials, a camera for Photography etc. The aim of this Bursary is to support your studies and ability to access and succeed in the courses you have chosen. It may help towards University Open Days, or your UCAS fee, if you choose that route. Alternatively it might pay for transport to interviews or a gym membership to help you keep healthy. You can be paid by cheque half-termly in arrears.

Conditions

Attendance: you should have 100% attendance in lessons and registrations. If attendance falls below 90% then your bursary payments will be reduced on a sliding scale.

Effort: we expect you to work hard and be committed to your studies. If your effort level falls below a 3 grade in the reports, then your bursary payments will also be reduced.

Your half-termly payments will take into account your effort and attendance for that half term.

How do you apply?

If you think you are eligible for either of the bursaries, then complete the **Bursary Application Form** which is also in this pack of documents. Make sure you also attach the evidence required as proof of household income. Hand your form and documents in to Nikki Clark **by 7th October 2016**. Your application will be considered and you will get a reply by **14th October 2016**. Any payments will be back-dated to 2nd September 2016. (If you join part-way through the year, apply as soon as you join and your application will be considered immediately and any payments awarded will be pro-rata depending on when you join.)

Frequently Asked Questions

Attendance Questions

I'm going to miss a lesson for a medical appointment or a trip. What do I need to do?

You will need to complete a Record of Planned Absence (or blue form). These are available from the LRC. You need to take this to each of your subject teachers before the appointment/trip. They will state what work will need to be completed and then your tutor will sign it off.

Why do I have to go to registration?

We need to know whether you are in school or not. Your school day starts at 08:45, not the time of your first lesson. Tutors will share notices with you during this time so if you aren't there you won't know that you have a room change for example. The one key thing to bear in mind is that your tutors will be the one writing references about you when you leave here- if you aren't in registration, they can't get to know you. You have a considerable amount of freedom in the Sixth Form as we want you to be independent learners but this expectation is about forging a good relationship with your personal tutor who will support you through the next 2 years. It's about mutual respect.

Do I have to attend the Speakers Programme and Enrichment or are they optional?

The Speaker Programme and Enrichment are both timetabled activities so you must attend them. A register will be taken the same as all of your other lessons. More information can be found about both of these provisions in the Student Handbook. It is vital that you become a well- rounded individual, regardless of your route after Sixth Form and these sessions will help with this. These kinds of activities are a compulsory requirement for all post-16 programmes of study. What we try to do is to give you as much choice as possible so that you can develop your interests rather than a single compulsory course such as General Studies.

When is study leave?

Year 13 study leave will commence on May 26th. This is also the day of the Summer Ball. Year 12 will not have study leave due to not having external exams. Their last day will be 14th July.

Can I go home if I don't have a lesson?

Year 12 students are expected to be in school from 08:45 to 15:00 every day. You are allowed to sign out during the day to go to Fairford if you need to but as we have excellent facilities in school for study there would be no reason for you to go home otherwise. You are welcome to bring in your laptop to use (at your own risk). Year 13 students are entitled to sign out and study from home one afternoon a week. Please confirm these arrangements with your tutor.

Academic study questions

I want to change subjects. What do I do?

You need to consider this decision carefully as there will be implications for your workload. If you are certain that you would like to switch to a different course this must be done within the first 4 weeks of term. You need to speak to your tutor and your subject teachers to discuss your thoughts behind the change. If you have had these conversations, then see Mrs White to start the process.

I keep getting low grades for my work and I don't know how to improve.

Speak with your subject teachers. It is very likely that they will have written comments as to how you can improve on your submitted work so check that too. Your teachers will not mind you approaching them for help: they are a resource too remember! Lower grades are perfectly understandable at the beginning of

an A level course; you will spend the next 2 years working towards the top grades. It is important that you seek feedback and work towards your target grade rather than feeling disheartened if you don't achieve it straight away.

I'm doing really badly, can I re-sit a year?

We are committed to offering you a personal and flexible learning pathway which can include a mix of courses over 3 years if necessary. This pathway can of course adapt as you develop in the Sixth Form and your ambitions may change. If you are doing badly despite working hard, maybe you have chosen the wrong combination of subjects? Then re-sitting Year 12 could be one of your options. In this case, come and have a discussion about your options with Mrs White or Miss Crawford. If you are doing badly because you haven't been working hard enough, then you need to consider if A levels are the right path for you or whether you should be exploring different options. Nikki can help you with this.

I am finding one of my subjects really difficult and I think I want to drop it.

You should ask yourself why you need to drop: is it more work than you expected? Is everyone in the class 'getting it' and you're not? Are you consolidating your knowledge outside the lesson? Lots of students find A levels difficult and this is to be expected. They should be hard work! It is perfectly normal to feel overwhelmed with the transition between GCSE and A level but you need to talk to us about it early on rather than suffering in silence. Firstly, speak to your subject teacher to discuss your concerns. They may be able to provide further support. You should also discuss it with your tutor.

I am bored and haven't got enough to do.

If you do not have enough to do when studying for your A Levels you are almost certainly failing to dedicate enough time to your studies! Think of the periods that you are not in lessons as an opportunity to study rather than free time. Make a study plan and stick to it. How many hours a week are you going to dedicate to working towards achieving the best grade possible? Review your class notes; create revision material; complete past papers. The more you do in school, the more time you will have free out of school. The LRC is a quiet area where you can concentrate or you can use the café area if you want to discuss your work with class mates. Have you considered your portfolio; could you be exploring Future Learn courses; reading around the subject; looking into the possibility of work experience? Your task over the next 2 years is not simply to achieve A levels but to become a well-rounded, employable young person.

Social questions

Are we allowed to use our mobile phones in school?

You may use your phones in the Sixth Form area but not when walking around the school. The rest of the school are not allowed to have their phones in view at any time so you should set a good example. In lessons, you may use your phone for taking pictures of PowerPoint slides etc. but it goes without saying that they cannot be used for social purposes or taking pictures of staff.

I am finding it difficult to make new friends.

There are lots of opportunities to make new friends. You will have different sessions with different people in tutor time, lessons, enrichment and study sessions. It can be difficult to 'make the first move' but you are all in a similar boat. You may have studied at Farmor's before or be new to the Sixth Form but new friendships will develop and change as students enter the Sixth Form. Talk to your Tutor if you are finding it hard to make new friends. You can also speak to your Teachers as they can help when allocating groups in class. If all of that feels daunting then come to talk to Mrs White, Miss Crawford or Nikki and we can explore ways to help you. It is almost guaranteed that you will not be the only one feeling that way.

I am being bullied. What do I do?

Talk to someone about it. Mrs White, Miss Crawford or Nikki will listen and offer you support. If you don't want to approach us directly you can text your concerns to 07519 366226 or email tellsomeone@farmors.gloucs.sch.uk. We have lots of confidential counselling and mentoring support in

the Sixth Form so you will not have to deal with any bullying incidents on your own. We have a zero tolerance of any kind of bullying or unpleasant behaviour in the Sixth Form.

Miscellaneous questions

Where's the Exams office?

It is next to the stairs in the LRC. Mrs Mundy is the Exams Officer and can give you practically everything you need to know about exams, processes, dates and arrangements. If you have any concerns about your exams, please go and see her.

Can we use any of the toilets?

You have designated toilets that only you can use. However, you are also allowed to use any of the other students' toilets in the school if you wish.

When is the LRC open?

The LRC is open from 08:00-18:00 everyday.

My driving test is next week. When can I start driving to school?

We don't have enough parking spaces for everyone to drive to school, so this is a privilege that Year 13 hold. You will need to apply for a permit and you are not allowed to drive into school if you live in Fairford. There are other rules as well that apply to driving, such as completing the Drive IQ qualification, so make sure you check these. Pick up a driving permit form from Nikki.

Useful forms

These are available in hard copy in the LRC but you are welcome to print them from here to submit them.

Farmor's School 16-19 Bursary Fund Application

The 16-19 Bursary Fund is a Government Fund to support less well-off students who wish to study/train in the academic year 2016-17.

Our policy describing the 16-19 Bursary scheme and the criteria for eligibility for support is outlined in our document: **16-19 Bursary Guidelines**. A copy of this document is available on our website or from Nikki Clark (Sixth Form Pastoral Manager). It is also included in the Student Handbook.

Please complete this application in full and return it together with all supporting documentation to Nikki.

Section One: Your Details:

Name			
Date of birth		Tutor group	
Address			
Tel no		Email	

Section Two: Your Personal Circumstances:	Yes	No
Are you in Local Authority Care, a care leaver or living with foster parents?		
Are you in receipt of Income Support or Universal Credit		
Are you in receipt of Employment Support Allowance, or Disability Living Allowance, or Personal Independence payments		
Were you in receipt of Free School Meals in Y11?		
Section Three: Your Household Income:		
Do your parents work for an employer?		
If YES , you will need to provide the original of their the most recent payslip(s) with your application		
Are your parents self-employed?		
If YES , you will need to provide the original of their the most recent HMRC profit assessment(s) with your application		
Do your parents receive a pension?		
If YES , you will need to provide the original of their the most recent payslip(s) with your application		
Do your parents receive any income based benefits, for example Income support, Universal Credit, Disability Living Allowance?		
If YES , you will need to provide the original of their most recent assessment(s) with your application		
Do your parents receive any other income that you think you need to declare?		
If YES , you will need to provide the original copy of supporting documentation to support this with your application		

Section Four: Financial Assistance Required

Please tell us what you are applying for financial assistance with and the cost, if known.

Resource area:	Item required	Cost
Books, materials or other resources		
Educations visits		
Exam or registration fees		
Transport		
Meals on course		
Other items, please specify:		

Section Five: Student Declaration

I certify that the information I have provided is correct and that I have provided supporting evidence. I understand that it is my responsibility to inform Farmor's School of any changes to my personal circumstances; failure to do so may result in funds being reclaimed. Fraudulent claims will be reported to the Police.

Signed: _____

Date: _____

Please use the checklist below to ensure that you have included all necessary supporting documentation to avoid delays in processing your application. Please tick the documents you are sending with this application.

Payslip(s)	
HMRC profit assessment if self employed	
Pension payslip(s)	
Assessment form of Income Support, Universal Credit or DLA.	
Any other form of supporting documentation	

TO BE SUBMITTED TO NIKKI CLARK, SIXTH FORM PASTORAL MANAGER, BY 7TH OCT 2016.

Car/Moped Use in The Sixth Form

IN ORDER TO USE YOUR VEHICLE FOR SCHOOL PURPOSES AND TO BRING IT ON TO THE SCHOOL SITE, THE FOLLOWING FORM NEEDS TO BE COMPLETED.

Name & Tutor Group					
Car / Moped: Make and model					
Car / Moped: Colour					
Car / Moped Registration					
Intention of use (Frequency / Giving others lifts etc)					
Documents required	Tick when provided		Tick when provided		Tick when provided
Copy of driving licence		Copy of insurance certificate		Proof of Drive IQ completion	

Cars/Mopeds may be used by students in the Sixth Form as transport to and from school if the following conditions are satisfied.

- Transport can **NOT** be used until the appropriate documentation has been produced and the 'Conditions of Use' section signed. This includes proof of completion of the Drive IQ Course.
- Only students living outside Fairford can apply for a parking permit. Students living in Fairford are not permitted to drive in to school and park within school grounds school as parking is limited and priority is given to those who live outside walking distance.
- Students must drive sensibly and with due care, observing the 10mph speed limit – especially when arriving and leaving the school site and when passing the Primary School and Playgroup.
- We expect students who are driving to school to prioritise their studies and not use their car for unnecessary errands or trips during the school day.
 - The school retains the right to ban students from using their car/moped on the school site.
 - We do not charge for parking (unlike other Sixth Form providers) so we expect students to respect this privilege.

Any breaking of the conditions detailed above will result in the following:

- First Offence – Verbal Warning
- Second Offence – Written Warning / Letter Home
- Third Offence – One Week Ban / Letter Home
- Fourth Offence – Term Ban / Letter Home
- Fifth Offence – Permanent Ban / Letter Home

Any incident of dangerous driving may result in an immediate ban.

I understand the above conditions and have supplied all the required information

SIGNATURES

STUDENT	PARENT	HEAD OF SIXTH FORM
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DATE:

Record of Planned Sixth Form Absence

Student _____

Tutor group _____

Date and time of absence

From _____

To _____

REASON FOR ABSENCE (i.e. Medical appointment, University visit)

Please complete this section in full before submitting your form

Subject	Teacher	Work to be completed

Student signature _____

Tutor signature _____

Head/Dep. Head of Sixth Form _____

Authorised	Not Authorised	Code