



The Sixth Form College

Student Handbook 2023-2024

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

Welcome from the Head of College

We are so pleased to have you with us as we start the academic year 2023/2024, whether that be as a student entering Year 13 from Year 12, a Year 12 continuing your studies at All Hallows, or if you are joining us from another school.

Here we will support you to achieve your dreams and goals. We are looking forward to working with you to help you to realise your ambitions, be that at university, in apprenticeships, or the working world.

The purpose of this handbook is to provide you with insight into studying at the College. We have included key 'policies' that help to make sure that all of us meet the same shared goals and values in our time here. Please do take the time to read them and keep this handbook as a useful reference guide during your time with us.



Mrs M Esho
Head of College

Welcome from the Senior Students

We hope you're excited to begin this next chapter of your lives.

I'm sure by now you know all about our amazing statistics and passion for our mission here at All Hallows, but we think it's important to know what it's like to be a student here. Hopefully, we can give you a feel for what your time here will look like. (And no, we haven't been told what to say... promise.)

First and foremost, our incredible teachers work tirelessly to help everyone achieve their goals, developing the confidence needed to take their next steps. Many give up their time to run a vast array of extra-curricular activities (from our many orchestras and bands to the medical society). And even if we don't have what you're looking for right now, you can always start up a new club yourself, like Year 12 book club run by our very own Niamh Doran.

A real benefit of the Sixth Form at All Hallows is that its smaller class sizes allow teachers and students to get to know each other better and to form strong bonds. All Hallows is a place which promotes the importance of independent study - helping to equip students with crucial skills needed for both vocational and university courses.

We understand that the jump between Year 11 and Sixth Form can be daunting, but to be honest it's probably the most important transition of your time at school. That's why we've committed to do everything we can to make the transition easier both academically and socially. Aside from the incredible support from your teachers, this year we have employed the help of many of our talented students to offer guidance in their chosen subject, so there will always be someone nearby to help out. Our Year 12 Transition Mentors, Donal Kunnummel, Aaron Butler and Claudia Stephens are dedicated to making the transition from secondary school to College as seamless as possible. Because of our strong sense of community, you will always find someone willing to help you - whether that is help with work or perhaps just a chat.

Although we are a high-achieving College which pushes its students to reach their full potential; it's not all about studying. We also have the lively social hub of 'Father Dans' to unwind and meet new people; a comfortable space which acts as a bridge between studying and socialising. In addition to the coziness of the inside spaces, there are also the refreshing outdoor areas which accommodate for and enhance the much-loved summer feeling.

You will also be given the opportunity to raise money for local, national and international charities during Raising and Giving week (RAG week). This unique event is personal to All Hallows and not only elicits a sense of achievement at the end but unites the community in a light-hearted and enjoyable way.

At All Hallows, our teachers have always gone the extra mile for us all, so we are looking forward to going the extra mile for other students and improving life for everyone in the College. We are always trying to improve the experience for everyone, and we represent your voices, so if you have any ideas or concerns, please do let us know.

Enjoy your time here in the Sixth Form,

Adison, Amelia, Conor and Niamh

The Senior Students

Key information

Covered in this section:

- Who's who?
- Structure of the day
- Tutor time
- What's on my timetable?
- What do I do when I'm not in lessons?
- What's expected of me?
 - Dress
 - Attendance
 - Behaviour
- Leaving site
- Absences
- Devices
- Course materials
- Father Dan's
- Parking

Who's who?

| | |
|--|--------------------|
| Assistant Headteacher: Head of College | Mrs Esho |
| Head of Year 13 | Miss Farr |
| Head of Year 12 | Mrs Branney |
| Assistant Head of Year: College | Mrs Fitzpatrick |
| Head of Careers | Mr Carney |
| College Administrator | Miss Evelyn-Wood |
| Father Dan's Catering Assistant | Mrs Warner (Penny) |

Year 12 tutor team: Mr Ellis, Mr Addison, Mr Mantey, Mrs Caulfield, Mrs Sheehy, Mrs Rice, Mr Bollard

Year 13 tutor team: Mr Azevedo, Mr Spreadborough, Miss Burrow, Mrs Maxwell, Mrs Corrigan, Mr Simpson

Structure of the day

The College day runs from 8:50am to 3:15pm. The first bell, at 8:45, is your reminder to get going to your tutor room for an 8:50 start. There are three periods during the day, structured as follows:

| | |
|---------------|---------------------------------|
| 8:50 – 9:10 | Tutor time (assembly on Monday) |
| 9:10 – 10:50 | Period 1 |
| 10:50 – 11:10 | Break |
| 11:10 – 12:50 | Period 2 |
| 12:50 – 1:35 | Lunch |
| 1:35 – 3:15 | Period 3 |

You are required to attend all timetabled lessons, tutor times, and assemblies. The College is open for you to use outside of these times, from 8:00am to 6:00pm.

At the Head of Year's discretion, Year 13 students may leave College at lunchtime as long as they do not have lessons or other College commitments after lunch. Year 12 students are required to be in college from 8:50 – 3:15.

Tutor time

Your tutor is your first port of call each day and will get to know you really well. They will guide you in managing your time and progress, and provide you with support, for example with the UCAS process. Tutor time is when you will receive key information about what's going on in College so it's really important that you are there each day on time.

What's on my timetable?

We operate a two-week timetable. Most students will study three subjects at A-level and/or BTEC Level 3. There may be exceptional circumstances whereby a student completes four A-levels. As part of our guided learning hours, students are also timetabled with one general RE period fortnightly, and a period focussed on your study skills and preparation for next steps. Some students may also study the EPQ, which takes an additional period per fortnight. So, across the fortnight, your time might look like this:

Total periods: 30

Subject 1: 6

Subject 2: 6

Subject 3: 6

Core RE: 1

Next steps: 1

What do I do when not in lessons?

This leaves you with 10 periods across the fortnight, which are a mixture of Independent Study periods and 'free' periods. You will be set a lot of work to be completed outside of your timetabled lessons, and are expected to be working in your Independent Study periods as well as in your own time outside of College hours. You can spend these periods working in any of the workspaces in the College or in departments as appropriate. Spot checks during Independent Study periods will be carried out, and students who are found to not be utilising their non-directed time appropriately will be required to work under supervision for an agreed period of time. This is to help you manage the transition from Year 11 to Sixth Form, and to cope with the demands of study at Key Stage 5. We also want to help you to encourage habits for a healthy work-life balance; the more you complete during the College day, the more time you have for yourselves in the evening.

What's expected of me?

Dress

At All Hallows, we believe that dressing smartly puts us in the correct mindset for working hard, and helps students prepare for the world of work.

Students should dress in a way that is appropriate to a working situation. Our dress code is therefore not as formal as a uniform, but it is more formal than casual clothes. By complying with this code, Sixth Form students set an excellent example to the rest of the school. You can find the detailed dress code as an Appendix to this handbook: **Appendix 1: College dress code**

Attendance

We expect all College students to attend all timetabled lessons, tutor times, and assemblies. Unauthorised absences will be dealt with in the first instance following the College Attendance and Behaviour management process which can be found here: **Appendix 3: Attendance and behaviour management processes**. More serious attendance issues will be dealt with in accordance with our College Attendance Policy which can be found here: **Appendix 2: Attendance policy**.

Behaviour

We expect our Sixth Form students to conduct themselves in a way which is appropriate to their status as senior members of the All Hallows community, and as role models to our younger students. Poor behaviour will be dealt with by staff in accordance with the main school behaviour policy, available on the school website (<https://www.allhallows.net/policies.html>). Staff will also refer to the **Appendix 3: Attendance and behaviour management processes** to guide them as to the most appropriate course of action.

Leaving site

Sixth Form students are permitted to leave the College site at lunchtimes, but they must ensure that they are back on site for a punctual start for their afternoon lessons. This privilege may be removed or extended on a discretionary basis. Any student leaving site during the day must sign out and back in again upon their return.

At the Head of Year's discretion, Year 13 students may be allowed to go home at lunchtime if they have no afternoon lessons or after school commitments. Again, this privilege may be removed on a discretionary basis – therefore students should not make regular commitments for weekday afternoons, e.g. paid employment.

Absences

Planned absences

Permission for any planned absences should be requested by email to sixthform@allhallows.net.

Wherever possible, medical appointments should be made outside of normal College hours, or within free or Independent Study periods. Driving lessons must not be booked to take place during the College day. Driving tests may be booked to take place within the College day, however every effort should be made to ensure that they take place within free or Independent Study periods.

Students are permitted absence to attend two university Open Days per year or apprenticeship interviews. Parents must provide advance written request. Please note that most institutions schedule Open Days at weekends as well as midweek.

Any absence for exceptional circumstances (e.g. elite sporting events, funerals) must be requested in writing in advance. Holidays during term time will not be authorised.

Students are expected to be proactive in catching up on any work missed.

Unplanned absences

On the first day of absence parents/guardians should contact the College by 8:30am, and again on all subsequent days unless a doctor's note has been provided. Medical absence of three days or more requires evidence to support the absence (e.g. appointment confirmation, prescription with name and date visible).

Parents of a student who is absent from College without reason will be sent a text message on the day of absence. A reply via text, phone or email is expected stating the reason for the student's absence; if no reply is received, the absence will be recorded as an 'unauthorised absence' and the case dealt with as truancy.

Devices

Students are welcome to bring in their personal devices as study aids e.g. laptops or tablets. The Sixth Form College has a Wi-Fi network. We cannot take responsibility for your possessions.

Students are permitted to use their mobile phones in Independent Study periods and free periods whilst in the College building. We ask that students limit use of their phones to the Sixth Form College, since the rest of the school community are not allowed them. Please leave your phone out of sight and on silent during assemblies, registration sessions and lessons so as not to provide a distraction.

Course materials

You do not need to buy your own textbooks and course materials. Instead, pay a £40 book deposit at the start of Year 12. This will be reimbursed upon the safe return of our materials at the end of Year 13 and will save you a fortune. Your teachers can advise you on the stationery and materials you should have and how to organise your notes. All students should have an academic diary in order to keep a log of homework and important dates and deadlines.

Father Dan's

Father Dan's Café has a cashless biometric finger-print system, or you can pay by debit card/contactless. College students may also use the main school catering facilities in the canteen and at Madden's, although payment can be made at these outlets via the biometric system only. Be aware that you will not be able to use cash in the Canteen, Madden's or Father Dan's.

Parking

We do not have parking facilities for College students. If you drive to College, ensure that you park off-site considerately and notify the College Administrator of your car model and registration.

Assessment and tracking

Target grades

A-levels and BTECs are graded differently from GCSEs. While A-levels are graded A*-E, BTECs are awarded Pass, Merit or Distinction. All students are set target grades at the beginning of their courses. These are generated based upon prior performance at GCSE and a national formula is applied. Please note these are aspirational and not a ceiling to achievement, nor are they shared with external bodies (e.g. UCAS).

Assessment

Subjects will regularly assess students' classwork and independent work and provide feedback. For many qualifications, these assessments will be exclusively internal and used to support students' learning and progress to prepare for the exam period at the end of their studies. For some A-level and BTEC courses there are external assessments and exams that are completed throughout the two-year programme of study.

There are two formal assessment periods used to prepare students for their external exams:

Year 12 Exams End of Summer Term (June 2024)

Year 13 Mock Exams Start of Spring Term (January 2024)

Reporting

Parents will receive five progress reports over the course of the two-year programmes of study. For the majority of qualifications offered, two of these will be based on the internal formal examinations detailed above.

These tracking reports will record current attainment plus an 'Attitude to learning' (ATL) score (1-4). There will also be one official Parents' Evening per year. Teachers may contact parents at other points. Similarly, parents are encouraged to contact the College with any concerns/queries regarding reporting.

Appendix 1: College dress code

At All Hallows, we believe that dressing smartly puts us in the correct mindset for working hard, and helps students prepare for the world of work.

Students should dress in a way that is appropriate to a working situation. Our dress code is therefore not as formal as a uniform, but it is more formal than casual clothes. By complying with this code, Sixth Form students set an excellent example to the rest of the school.

Examples of appropriate wear for College are:

- Suits (smart trousers with plain polo shirts are acceptable in place of suits in warmer weather)
- Smart trousers/skirts/dresses and tops/blouses/shirts
- Smart shoes or boots

The following are not permitted as part of our dress code:

- Denim
- Shorts
- Revealing clothing (midriffs/cleavage/underwear should not be visible)
- Very short skirts/dresses (above end of fingertip length when your arms are resting at your side)
- Sportswear
- Hoodies or sweatshirts
- Tracksuit or jogging bottoms
- Chunky knitwear (i.e. jumpers/cardigans that would not be suitable under a blazer)
- Strapless tops or tops with thin straps
- Flip flops
- Trainers
- Other casual footwear, e.g. Converse, UGGs or similar

Outerwear such as coats, hats and gloves may not be worn in lessons.

Student lanyards must be worn at all times.

The final decision on whether a student's attire is acceptable lies with the Sixth Form College staff.

Appendix 2: Attendance policy

Please refer in the first instance to the main school attendance policy: [LINK](#) and behaviour policy: [LINK](#).

In addition to the guidelines set out in that policy, the following applies specifically to students in the Sixth Form College.

Our expectation is that students have 100% attendance and are punctual to all their scheduled commitments, including form time, lessons, assemblies, core RE, study skills and Independent Study periods.

Dealing with poor attendance and punctuality

The College will contact the parents of any student whose attendance or punctuality is causing concern. Parents may be asked to attend a meeting to discuss attendance data.

Students whose attendance or punctuality is causing concern will be set clear and appropriate targets for improvement, and will be supported to achieve these targets.

Institutions are entitled to charge students aged 16-18 in full time education for compulsory examination fees in the following circumstances:

1. institutions can apply reasonable conditions of attendance in order to qualify for free examination entry.
2. institutions can charge for examinations and resits as follows:
 - 2.1. where the required attendance or completion of work has not been achieved;
 - 2.2. where the student fails without good reason to sit the examination for which the institution has paid;
 - 2.3. where a student re-sits an examination resulting from an initial examination failure;
 - 2.4. where a student re-sits an exam with the aim of achieving marginal improvements in grades.

Students whose attendance falls below 90% by the time examination or assessment entries are made may therefore be required to pay a contribution towards the cost of assessment.

Persistent refusal to meet the attendance requirements of the College will constitute misbehaviour or serious misbehaviour, as per the school behaviour policy ([LINK](#)). This will result in appropriate sanctions, and is likely to jeopardise your future at the College.

Appendix 3: Attendance and behaviour management processes

All Hallows Sixth Form College: Attendance and behaviour management processes

| Attendance and punctuality – registration and assemblies | | | |
|--|-----------------------|-------------|--|
| Tier | Description | Staff | Action |
| 1 | Infrequent | Tutor | Discussion with student re. reasons |
| 2 | Emerging pattern | Tutor & MEV | Tutor to phone home, MEV to follow up with email home, HOY made aware |
| 3 | Persistent | HOY & MEV | HOY to discuss with student, detention set. MEV to follow up with email home |
| 4 | Continuing persistent | HOY | HOY to phone / meet with parents |
| 5 | Continuing persistent | HOC | HOC's discretion for next steps |

| Attendance and punctuality – in lessons – <u>when marked present in college (including Next Steps and RE)</u> | | | |
|---|------------------------|---------------|---|
| Tier | Description | Staff | Action |
| 1 | Infrequent or late 1-2 | Teacher | Speak to student about reasons, lateness logged on SIMS |
| 2 | Emerging pattern 2-3 | Teacher | Log on SIMS, set detention(s) – inform MEV if unable to inform student, cc HOY |
| 3 | Persistent 3-4 | Teacher / HOD | Teacher, HOD and student to meet and discuss plan to catch up. Email home to inform, cc HOY |
| 4 | Continuing | HOY | HOY communicate with HOD and other subjects for feedback, HOY to arrange meeting with parents |
| 5 | Continuing persistent | HOC | HOC's discretion for next steps |

| Behavioural issues / standard of work / work ethic – in lessons | | | |
|---|---|---------------|---|
| Tier | Description | Staff | Action |
| 1 | Behaviour / lack of focus / poor standard | Teacher | Speak with student, give clear targets |
| 2 | Continuing | Teacher | Log on SIMS, set detention |
| 3 | Removed from lesson | Teacher / HOD | Teacher / HOD to phone home and agree targets. Detentions set. HOY informed. |
| 4 | Continuing / higher level | HOY | HOY communicate with HOD and other subjects for feedback, HOY to arrange meeting with parents |
| 5 | Continuing persistent | HOC | HOC's discretion for next steps |

| Lack of homework | | | |
|------------------|-----------------------|---------------|---|
| Tier | Description | Staff | Action |
| 1 | Infrequent 1-2 | Teacher | Log on SIMS, set detention |
| 2 | Emerging pattern 2-3 | Teacher | As above, plus phone home. HOY made aware. |
| 3 | Persistent 3-4 | Teacher / HOD | Teacher, HOD and student to meet and discuss plan to catch up. Email home to inform, cc HOY |
| 4 | Continuing | HOY | HOY to meet with student, free periods to be re-assigned for an agreed period, parents informed |
| 5 | Continuing persistent | HOC | HOC's discretion for next steps |

All of the above should be set in the context of known pastoral issues where appropriate