

A LEADERSHIP SPECIALIST

WWW.CALUDONCASTLE.CO.UK



Information Evening

Sixth Form



Our Sixth Form Intent



To provide a safe and nurturing environment for students that encourages a curiosity for both academic learning and personal development, regardless of their starting point.

Students embrace the whole school ethos of 'respect to all, from all' and engage in all aspects of sixth form life so they develop holistically and can take ownership of their learning. This will enable them to develop high quality skills to prepare them for their next steps.



Sixth Form Leaders



Miss McManus
Deputy Head



Mrs Carter
Head of Sixth
Form



Miss Thomas
Deputy Head of
Sixth Form



Mr Knight
One year 6th Leader



Admin Support



Narinder Gill



Pam Griffiths



School day



Period		7	8	9	10	11	Post 16
All gates open from 8:40							
Entrance		Amphitheatre	Amphitheatre	6 th form Garden	PE Gate	PE Gate	Reception
Reg	Start	8:50					
	Finish	9:00					
1	Start	9:00					
	Finish	10:00					
2	Start	10:00					
	Finish	11:00					
Break Time 11.00-11.20		Break in Dining Room			Break in Servery		
3	Start	11:20					
	Finish	12:20					
Lunch or Tutor	Start	12:20	12:20	12:20	12:20	12:20	Lunch/ Tutor/ Mentoring
	Finish	12:50 Dining Room	12:50 Dining Room	12:50	12:50	12:50 Servery	
	Start	12:50	12:50	12:50	12:50	12:40	
	Finish	13:20	13:20	13:20 Dining Room	13:20 Servery	13:10	
4	Start	13:20					
	Finish	14:20					
5	Start	14:20					
	Finish	15:20					
Exit		Amphitheatre	Amphitheatre	6 th form Garden	PE Gate	PE Gate	Reception

School Day



- The structure of the school day has changed this year and there is a 10-minute tutor period at the beginning of the school day, where we register students and give them key messages.
- The majority of sixth form students will be required to attend these on **3 mornings** per week, and only on days when they have lessons in the morning.
- Failure to attend these will count as an absence and affect their overall attendance.



Sixth Form Curriculum



- Most students will study 3 subjects in year 12 and 13, and have the option of taking A levels, Level 3 Vocational awards, or a mixture of both.
- There are no AS exams at the end of year 12; instead, students will sit rigorous assessments in the summer, which will determine if they can continue into year 13, and form the basis of predicted grades.
- If students do not perform as well as they would hope at the end of year 12, there are different pathways they can take should they wish to continue their studies with us.



One Year 6th Curriculum



- This involves students re-sitting their GCSE English language and/or Maths as well as studying the level 3 BTEC Travel and Tourism course or one A level subject of their choice. Students will be able to sit the resit exams in November, and should they not be successful, will have another opportunity in June 2024.
- At the end of this academic year, students may wish to carry on with the level 3 subjects they have started but this will only be possible if they achieve at least grade 4 in both Maths and English language. Therefore, if your child does not pass their English language/Maths then they will not be able to continue in the sixth form. The entry requirements are necessary to ensure that students have the best chance of success in their chosen subjects.



Why attendance matters



Yearly attendance	Yearly days missed	Yearly learning hours missed	Learning hours missed during school life (YR-Y11)
100%	0	0	0
97%	6	30	360
95%	10	50	600
90%	20	100	1200
80%	40	200	2400
50%	100	500	6000



Students who made the most progress



- The top 8 students all had attendance of 95% + and continued to attend lessons until their exams were finished.
- The top 5 all had attendance of 99% +
- All had no late marks

Students who made the least progress

- Out of the lowest 15 performing students
- 9 had an attendance below 60%
- 3 had attendance of 80%
- All had late marks



Reporting absence



- It is vital that parents or carers contact the school, either by phone on extension 818 or via email at sixthformteam@caludoncastle.co.uk on the morning of every day of a student absence.
- Medical appointments need to be arranged outside of school time where possible. If there are only appointments available in school time, proof of appointment is needed.
- Students are only required to be in school when they have timetabled lessons, personal development and tutor periods and assemblies, but they are welcome to use the common room or study area when they have free lessons.



Home Learning



- Home learning has a **positive impact** on progress, adding on average 5 months and 6 months for students who engage with digital learning.
- Home learning is accessed via **Firefly** and students need to be checking this as a matter of routine.
- The expectation is that students should be doing 5 hours of independent learning outside of lesson time.



Dress Code



We are one of the few remaining sixth forms that have a casual and not business dress code. We would appreciate your support in also prompting students to wear appropriate clothing.

Allowed	Not Allowed
Jeans	Excessively ripped jeans
Tops (t-shirts, blouses, shirts)	Tops that are see-through, strapless, excessively low cut, exposing stomach/waist, offensive slogans/images;
Dresses (appropriate length)	Very short dresses
Skirts (not very short)	Very short skirts
Trousers	
Knee length shorts, knee length cycling shorts	Very short shorts (even with tights under),
Footwear (trainers, sandals, boots, shoes)	Thigh high boots
Make up	Hats/caps/coats in lessons



Behaviour



What?



Coats off and correct uniform



Phones off and away



Friendly and polite greetings to all

Why?

- All students represent the Caludon community
- You are upholding our school expectations
- To maintain positive relationships for staff and students

ARRIVAL

Corridors & Canteen
Arrival & Assembly
Social Time
Talking & Travelling
Lessons & Line up
Breakdown

unicef
RIGHTS RESPECTING SCHOOLS

- Respect to all, from all
- Respectful behaviours
- Behaviour pathway
- Caludon Commitment



**Respectful
Behaviours**

Respect to all, from all



Key Stage 5 Target setting



- We are using Fischer Family Trust (FFT), a renowned education company that collect data and track students throughout their schooling, to generate targets for our students.
- FFT uses prior attainment data and GCSE results of similar students to give predictions of future grades.
- We have used FFT20 (the grade achieved by a student of similar starting point in the best 20% of schools).
- We feel this is a challenging, yet achievable target, one that many of our students reached last summer.



Reporting progress



- Staff will enter progress data three times this year.
- Staff will enter whether your child is either
 1. making exceptional progress
 2. making good progress
 3. making expected progress
 4. making less than expected progress
 5. making well below expected progressas well as an attitude to learning (AtL) score
- If your child is making expected or above progress those subjects will be shaded green.



Personal Development



Our Personal Development curriculum empowers students to become well-rounded individuals, fostering their personal & social development alongside academic excellence.

Personal Development equips students with essential life skills, nurtures their character and prepares them for the challenges and opportunities of life beyond the classroom.

Sixth formers have one Personal Development session per week with their tutors. In addition, students have a 1 hour Skills lesson in year 12.



The 3 strands of Personal Development



Overall, this strand aims to empower students to take care of their physical and mental health and to make informed choices for their wellbeing



Overall, this strand aims to cultivate a strong sense of self awareness and ethical values that guide students' actions and interactions in various life situations



Overall, this strand encourages students to become informed, engaged citizens who contribute positively to society and address real-world challenges



Enrichment



- Enrichment activities are completed as a compulsory part of your course, for at least one hour a week, over 30 hours.
- This is done throughout the year 12 and is monitored for attendance in the same way that lessons are.
- People complete an enrichment in areas they are interested in gaining experiences for future career pathways.
- These activities are important because, "You cannot grow on grades alone"

" Applicant has a strong set of grades but lacks wider qualities".



Work Experience



- Work experience is scheduled from **Monday 22 January to Friday 26 January 2024**. The dates are fixed and cannot be changed to suit individuals, so it is important that privately arranged placements are aware of the dates and fall within this time period.
- Students should arrange for a work experience placement with a contact they have in a business/industry they have an interest in. This contact could be a family member or colleague/friend who you feel works in a suitable environment.



Looking ahead...



- We have a dedicated 'Next Steps' week in the summer term when we take students on university visits and provide them information about how to apply to university and apprenticeships.
- In the weekly [bulletin](#) we will include information about careers fairs, online opportunities and university open events.
- If students have a particular career path in mind they should speak to their tutor about this so that we can provide them with the right support.



Digital Literacy

Focus

Tools to help focus on what is important



Writing

Tools to help everyone read



Microsoft

Dictation

How can the iPad help me write what I mean?

To enter text, tap the microphone button on your keyboard, then start speaking. As you speak, the text appears on the screen. To finish, stop speaking, then tap the keyboard button.


Immersive Reader

In Firefly how can I get help with reading, translating and changing page colours?

On any page in Firefly at the top right click the immersive reader button. It can read the page, translate the page, pick out grammar and change page colours to help dyslexic readers

Safari Reader

I get distracted on web pages how can iPad help me focus?

1. On a supported website, tap , then tap Website Settings.
2. Tap on Use Reader Automatically.

Background Sounds

I struggle to focus and ignore background noise how can iPad help?

1. Go to Settings > Accessibility > Audio & Visual > Background Sounds, then turn on Background Sounds.

Microsoft Translator App for iPad

How can I translate what I'm saying in real time?

1. Go to the App store and type in Microsoft Translator
2. The app will translate text and translate your voice in real time





Spoken Content

I'm struggling with some written content how can my iPad help?

Change the speech settings

1. Go to Settings > Accessibility > Spoken Content.
2. *Speak Selection*: To hear text you selected, tap the Speak button



Look Up

I don't know the meaning of a word; how can I look it up?

1. Go to the word you don't know the meaning of and press with your finger.
2. Tap Look Up and the definition will appear on the screen



Translate

What is that word in another language?

1. Go to the word you don't know the meaning of and press with your finger.
2. Tap Translate and the word(s) can be translated into the language of your choice



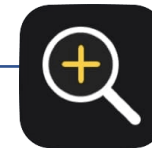
Reading

Tools to help everyone read

Magnifier

How can I make something on my screen larger?

1. Add Magnifier to Control Center—go to Settings > Control Center, then tap the + next to Magnifier).
2. Swipe down from the top right of the screen at any time to magnify what you need to see.



Filters

How can my iPad change the background colour to help me read the screen?

1. Go to Settings > Accessibility > Display & Text Size
2. Tap *Color Filters*: Tap a filter to apply it. To adjust the intensity or hue, drag the sliders



E-Safety



- Be aware of your privacy settings
- Who your child(ren) are communicating with online
- Things online stay online

Protect your child(ren)

- Agree some house rules.
- Don't share passwords!
- Think before you type!
- If it sounds too good to be true, don't do it!
- Don't open suspicious emails.
- Don't meet online 'friends' in the real world.

Privacy Settings

- Who can search for you?
- Who sees what?
- Who can post information about you?
- Parental controls
 - Filtering
 - Time limits
 - Monitoring
 - Reporting



Headspace



- To **inform** about the importance and significance of self-care and handling social media.
- To **encourage** the ownership of self-care practices.
- To **improve** confidence, resilience and overall mental health.
- To **prevent** escalations of negative mental health.
- To **empower** young people to feel that they can affect positive change in their own life.



Caludon Castle House System



Caludon Castle School firmly believes that the more a student can engage with school life, the more they thrive in school and reap the benefits a school has to offer. The house system is at the heart of this belief at Caludon Castle; it is the driving force of positivity and praise within the school. Students are encouraged to participate in the house system as much as possible, to enrich the time they spend with us.

The four tenants of the house system are to promote:

Belonging – Providing students and staff with a sense of belonging to their house and the house system, through house assemblies, shared success celebrations and charitable fundraising together.

Celebration – Providing students with opportunities to be celebrated for their efforts and successes through weekly spot prizes, monthly top points prizes, trophies and certificates.

Participation – Providing students with opportunities to work with each other and engage in school life through joint competitions, team sports and charity fundraising.

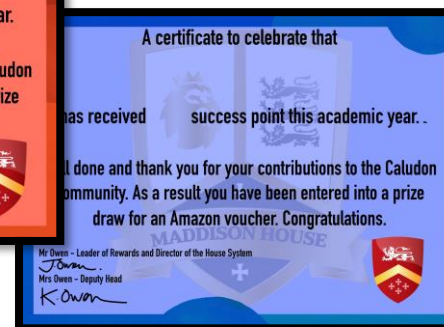
Competition – Providing students with opportunities to compete against each other in a wide variety of artistic competitions, academic competitions and team/individual sports.

Caludon Castle Rewards

“Our rewards system secures students’ positive attitudes to their education, and they take pride in their achievement and efforts”



Daily rewards	<ul style="list-style-type: none"> Personal teacher postcards home. House points and success points in lesson.
Weekly rewards	<ul style="list-style-type: none"> Top achievers in each year group being recognised a receiving a personal letter home. Head teacher shout out in weekly briefings.
Half termly	<ul style="list-style-type: none"> Top scorers being recognised in house assemblies
End of Year	<ul style="list-style-type: none"> Celebration Event



Parental Engagement



Fa.C.T.
Families and Caludon, Together



Home-school partnership is a vital component of a child's success in school. Where partnerships are strong and supportive, success and achievement is more likely. FaCT is our commitment to work together with our parents, carers and guardians so that they are engaged and feel involved with their child's education. We will provide the following opportunities:

SCHOOL – HOME LINKS

Clear channels of communication – every child has a tutor and every year group has dedicated year leaders and progress leaders who can be contacted on email, with responses within 48 hours during term time.

School reports – sent home.

Parent/carer surveys – twice yearly online google form for all parents to inform the school.

Subject evenings – individual students information evening about their progress and attainment.

Half termly newsletter – emailed out and on the school website for all stakeholders to read.

Open mornings – tours of the school during the school day for parents to sign up to.

Arbor app – instant updates on successes and behaviour for individual students for families to see.

Open mornings – tours of the school during the school day for parents to sign up to.

Contributing to the Caludon Parent FaCT Forum – see parent newsletter for details.

Designated Senior Leader: Mr Stokes,
Assistant Headteacher, Parental Engagement Lead

SUPPORT AND TRAINING FOR PARENTS

Information evenings – September/October for all parents/carers.

SEND coffee mornings – September/October for parents/carers of students with SEND diagnosis.

Attend upskilling events for parents on Technology, Firefly, Maths, Literacy, Social Media, Good Mental Health, Revision – held throughout the year.

Website - signposting of support, information and guidance across a range of subjects from curriculum to good mental health.

FAMILY AND COMMUNITY

Celebration events – end of the year and mid-year celebration of achievements/successes.

Performances and exhibitions – termly performances open to all parents.

Make a difference day – working in partnership with the community to raise the profile of identified charities.



Parental Engagement: Important dates



W/b 04/12/23– Year 13 Mocks

W/b 15/01/24– Year 12 Mocks

W/b 22/01/24– Year 12 Work Experience

Wednesday 21st February 2024 – Year 12 and 13 Subject Evening and Careers Fair



Caludon Castle School website



- [Sixth Form page](#)
- Curriculum information
- Extra curriculum information
- Latest news and events



Caludon communications



There will be two platforms you need to be able to access.



App Available

Free messaging from and to school
View rewards and behaviour data
check in on your child's attendance, behaviour
achievements and progress.
Sign up and pay for trips/clubs
Purchase items from the school shop
View timetable
Easily update your own details, such as your
contact details



App Available

View all home learning

Book parents evening appointments



Contacting year team



If you have any questions or concerns, please do not hesitate to contact the year team directly, either by

Phone (02476444822)

or

through the email address below:

sixthformteam@caludoncastle.co.uk

