



Rainey Endowed

Sixth Form Agreement (Yr 13)

SIXTH FORM AGREEMENT

As a Sixth Form student, you have chosen to continue your education at Rainey Endowed School. This choice involves obligations for you and the school.

For its part, the school will continue to provide:

- teaching of a quality that will enable you to develop your learning in your chosen courses; the necessary resources for class work and for independent study;
- opportunities for you to take on responsibility for your own learning and a self-disciplined approach to study;
- opportunities for extra-curricular activities;
- information and advice on further and higher education, training and employment;
- opportunities for you to share in the organisation and development of the school, through involvement in the Sixth Form Committee and the Prefect System.

For your part, you are required to fulfil the following obligations:

- abide by all school regulations and by the Internet Responsibility Contract;
- maintain a good record of punctuality and attendance, together with a good disciplinary record;
- **register on time** and attend registration and school assemblies;
- attend **all** time-tabled classes;
- be present in school throughout the day (other than for authorised absence);
- prepare conscientiously for class work to complete all written assignments on time and to carry out requirements for independent study;
- devote non-timetabled periods to quiet private study in areas set aside for this purpose in the Study Centre.
- inform, and seek advice from, your subject/careers teacher and/or tutor and/or Head of Year as soon as you feel you are finding difficulty with any aspect of the work;
- **ensure, in conjunction with parents/guardians, the submission on time, as required, of all letters/slips/forms (e.g. re absence, lateness, detention, etc);**
- adhere strictly, for reasons of safety, to the regulations regarding the use of cars at school;
- accept a shared responsibility with others in the Sixth Form for good conduct in, and for careful upkeep of, the Sixth Form Recreation Centre;
- report as soon as possible any damage to school/personal property;
- accept a general responsibility for providing leadership and giving good example to younger pupils;
- seek to act in a spirit of co-operation with all staff.

THE CHALLENGE OF SIXTH FORM

Pupils returning to the Sixth Form courses should be aware that they will continue to face a number of challenges.

1. THE ACADEMIC CHALLENGE

AS/A2 Level work is significantly more demanding than GCSE work, and, as such, is different from what you have been accustomed to. As 'Advanced' implies, the content of each subject is generally more extensive and the degree of difficulty greater. That much is obvious. But what many students fail to realise is the different **approach** to study required at this level. Teachers will expect you to take greater responsibility for your own work – **doing no more work than your teachers formally set for homework is a recipe for failure**. You should in addition commit yourself to regular **private study**, which includes.

- ◆ thorough **learning** of what was done in class that day
- ◆ making your own **notes**
- ◆ **reading** material to further your knowledge of your subjects
- ◆ continuing **coursework**
- ◆ **reviewing/revising** work previously done.

Typically, you should aim to spend about **1 hour per subject per day** on homework and private study, both in school and at home. This is not easy. 'Native wit' is no longer sufficient. Commitment and organisation are also essential. Remember, teachers will be expecting more **of** you and doing less **for** you! Your aim should be to take control of your learning so that you are 'in the driving seat' with your teachers as partners guiding you to good results. It often takes some time for Sixth Formers to come to terms with this approach, but the sooner you do, the more you will enjoy the rewards of the academic challenge.

2. THE MANAGEMENT CHALLENGE

To succeed in the academic challenge you will need to organise yourself and the time available to you so as to make best use of your opportunities and prepare yourself effectively for AS/A2 Level examinations. This means developing for yourself important management skills, namely

- ◆ planning the effective use of your private study time by drawing up a weekly **schedule**
- ◆ ensuring that the reading and writing needed for an essay or other project are done **on time**
- ◆ ensuring that revision for tests and examinations is properly **planned** and carried out
- ◆ **organising** your own note-making and filing systems
- ◆ **making time** for the wider reading and studying that are essential to success in any AS/A2 Level course.

Learn to **manage your time** now and you will have acquired a skill that will be invaluable when you leave school and find that your learning is left even more to your initiative. Class teachers, tutors and the Heads of Year are available to help you in this time management and all pupils in Sixth Form take a module of Study Skills in their first term.

Owing to the demands of AS/A2 Level study, part-time employment is not normally in your best long-term interests. It is not recommended, and, where there is a genuine need to undertake such employment, it should be kept to a minimum and should not detract from the time required for your homework and private study.

3. THE SOCIAL CHALLENGE

Sixth Form brings you opportunities to meet members of the year above you and students from other schools through the MRLP. We expect courteous behaviour at all times when within our school environment and within the wider community.

You need to remember that you will be the oldest and most influential pupils in the school, and that we rely on you to set a good example. The way you behave will have a very powerful influence on the younger pupils.

4. THE PERSONAL CHALLENGE

During your time in the Sixth Form you will have to make some very important decisions about your future. Where are you going to go when you leave school, and what are you going to do? Will you apply for a course in higher education and, if so, what course? Will you look for a job after AS/A2 Levels and, if so, where? If you are offered a job before you take AS/A2 Levels, what should you do? These are not easy questions for anyone, but you will have to try with the assistance of staff to find your own answers to them. Much of the important groundwork will be covered in Year 13 and since AS results contribute to 40% of your overall A2 grade, it is important to ensure you have a good foundation established in Lower Sixth.

Similarly, the Year 13 AS examinations in May are important because considerable weight is given to your performance in them when decisions come to be made about our grade predictions in support of the applications you will make in Year 14.

It is also important to realise that Universities and Colleges pay considerable attention to the qualifications that you **already have**. Therefore, if your GCSE grades are not all that they might be in subjects relevant to the courses you are thinking of applying for, it is important to give us the opportunity to counterbalance their impact. This you can do by working well in Year 13 and obtaining good AS grades which can justify our confidential report stating how much your standard has improved in the Sixth Form.

Remember too that application forms require not only grade predictions but also information on your personal qualities and attitudes. There are many opportunities in school life to act constructively and show positive attitudes. By availing yourself of these opportunities and doing yourself justice, you enable us to comment favourably on your character. Conversely, foolish, selfish behaviour inevitably colours our opinion of you in a rather less positive direction when we come to write references.

To sum up, being a Sixth Former means taking a much greater responsibility for what you do than you have, perhaps, taken so far. It means, above all, recognising that there are some very important challenges ahead of you and that you will have to work hard to meet them. Remember that you will deal successfully with all these challenges if you give them serious thought, plan properly and make good use of your time.

THE SUPPORT SYSTEM

The role of the school's pastoral system is of vital importance since our school community is concerned with a great deal more than purely academic progress. It is our stated aim to also promote the social, cultural, moral and spiritual, and personal development of our pupils and assist them to become self-disciplined and self-confident young people, capable of taking their place as effective members of the community. The school continues to provide extensive support at Sixth Form level which includes the following:

THE FORM SYSTEM

The Head of Year and the Registration tutors seek to support each pupil. The Head of Year will monitor individual progress, supervise attendance and punctuality, and seek to maintain high standards of behaviour and self-presentation. They aim to know the pupils in their year group in such a way as to become accepted as individuals to whom pupils can turn for guidance and support. They also serve as a vital link between the school and parents, so that effective communication between home and school is maintained.

The tutor who conducts a registration class on a daily basis also plays an important part in pastoral care. It is often to the tutor that a pupil will first turn for help or advice, and, together with the Head of Year, tutors from the nucleus of the pastoral care team.

CAREERS EDUCATION AND GUIDANCE

Careers education aims to help pupils to develop knowledge and understanding of themselves and the opportunities available to them. In Sixth Form pupils are helped to develop the skills and personal qualities needed to manage their career development and cope with the transition from school to adult life.

Aspects of careers education and guidance in the Sixth Form include:

- ◆ time-tabled Careers Education classes, through which pupils have an opportunity to use a wide range of resources. Pupils should also supplement this timetabled class with additional research conducted online;
- ◆ one to one guidance interviews with a careers teacher;
- ◆ opportunities to discuss their career planning with a Careers officer from the Careers Service NI;
- ◆ the opportunity to attend presentations, given by representatives from local and a range of GB and Irish universities, on Higher Education, when possible;
- ◆ visits to local institutions of Higher Education, when possible;
- ◆ the opportunity to attend seminars/information events on a variety of careers, when possible;
- ◆ a work shadowing scheme which gives pupils the opportunity to gain insight into aspects of the world of work; this programme generally takes place during the last week of the summer term; a member of staff assists pupils to find a placement and monitors their progress. This will be reviewed as per guidelines with social distancing this year.

GENERAL PROGRESS, ATTENDANCE AND BEHAVIOUR

Pupils entering Year 13 are embarking on a one year 'AS' programme. **Transition from Year 13 to Year 14 will not be automatic.** Progression into Year 14 will be permitted only where there is evidence from Year 13 that this is in the best interests of the pupil.

The school will expect Sixth Form pupils to make proper and effective use of the opportunities provided. In reviewing the position of a pupil in Sixth Form, consideration will be given to the extent to which he/she has met his/her obligations as outlined on page three of the Sixth Form Agreement. In general, pupils are required to show clear evidence of the following criteria:

- satisfactory academic progress
- regular attendance
- good punctuality
- a good standard of behaviour.

Entry to Upper Sixth:

Results in AS examinations are important indicators of success at A2 level. Progression into Upper Sixth remains at the discretion of the school and will be reviewed once the AS results are published using the following scoring system:

A = 60 points

B = 50 points

C = 40 points

D = 30 points

E = 20 points

U = 0

Pupils who achieve a total score of **less than 120 points (3C's)** will be reviewed. Their return to study at A2 level will not be guaranteed until a meeting takes place with the Headmaster or his Deputy. Pupils must be accompanied by a parent/guardian in order to review progression into Upper Sixth. The purpose of this meeting is to determine the best way forward for the pupil. Some of the following strategies may be implemented:

- A discussion with parents about the best way forward.
- Modules may be identified to be re-taken May of Upper Sixth.
- Regular meetings with a teacher mentor, to discuss progress and targets, will be arranged.
- A decision to leave Rainey Endowed School and pursue an alternative course of study.

All Lower Sixth pupils wishing to progress into Upper Sixth should be aware of the following:

- **A pass at AS-level subject (grade A – C)** is usually required to take that subject at A2
- **A minimum of three AS-level subjects** should be passed at grade C to return to take A2 subjects. Where a pupil does not meet these requirements a meeting with the Headmaster will be required to discuss the pupil's future in the school.

A pupil's attitude and commitment to his/her school studies and to the school community (high levels of attendance and punctuality form part of a student's commitment to his/her work) will also be considered for entry to Upper Sixth.

Attendance

The demands of AS/A2 Level courses require a good level of attendance and a genuine commitment to study. Attendance and punctuality are closely monitored, and it is expected that, except in the case of prolonged illness, a pupil's attendance will be **at least 90%**. Pupils falling below this average will be interviewed by their Year Head and parents will be informed by letter.

Standards of behaviour

A procedure has been determined to deal with pupils who become liable for disciplinary action because they are failing to meet the required standards of conduct. It is the aim of this procedure to give pupils the opportunity to improve their conduct.

It is school policy to keep parents informed about their child's progress and conduct. Where concerns arise about a sixth former's attainment and/or behaviour the Head of Year will contact the parents.

DISCIPLINARY SANCTIONS and PROCEDURE

Pupils are expected to conduct themselves in a responsible manner, as self-discipline is recognised to be the best form of discipline.

The school reserves the right to employ the following disciplinary sanctions in response to breach of the Pupil Regulations and/or Code of Conduct and/or Sixth Form Agreement and/or Guide to the Sixth Form:

- verbal admonition
- written imposition
- withdrawal of Recreation period, to be replaced with a Study period
- lunch-time/after-school detention
- reparation where appropriate
- withdrawal from class

The school reserves the right to implement the following disciplinary procedure in response to the substantive breach of the contents of the above documents or in the case of persistent indiscipline by an individual:

- Stage 1*** HOY detention.
- Stage 2*** Friday detention and pupil interview by VP and HOY. Parents advised of next Stage.
- Stage 3*** Friday detention and interview of parents and pupil by VP and HOY. Formal **verbal warning** issued, recorded and retained on file.
- Stage 4*** Interview of parents and pupil by the Principal and HOY/member of SLT. Disciplinary action at the Principal's discretion. **First written warning** issued, recorded and retained on file.
- Stage 5*** Interview of parents and pupil by the Principal and HOY/member of SLT. Disciplinary action, which may involve **suspension**, at the Principal's discretion. **Final written warning** issued, recorded and retained on file.

*This Stage may be augmented by one or more of the disciplinary sanctions outlined above.

- Stage 6** Interview of parents and pupil by the Principal. Disciplinary action, which may result in **expulsion**, at the Principal's discretion. The pupil will have an interview, at which he/she will be entitled to:
- address the decision making body
 - be accompanied by parent(s)/guardian(s)
 - question any information given at the interview
 - be given a reasoned decision at the conclusion of the case.

The interview will be:

- conducted in an objective manner

- held within a reasonable length of time.

The disciplinary procedure may be invoked at whatever Stage is judged to be commensurate with the seriousness of the breach and the individual's previous disciplinary record.

The following list offers examples of the type of misconduct which might result in **Stage 1** of the disciplinary procedure being invoked. It is not intended to be comprehensive; the school reserves the right to include other offences in this category.

- Repeated lateness to school
- Failure to explain absence
- Leaving school without permission
- Failure to adhere to the timetable
- Being out of bounds
- Smoking in school uniform
- Not adhering to Acceptable Use of the Internet Policy
- Disrespect for Sixth Form Centre and the Study Centre

CAR PARKING

Student cars cannot be parked on the school premises. If you drive a car to school please be careful when parking on the street and show consideration to local house holders and their car parking spaces. You should also be aware of DOE parking regulations.

BREAK AND LUNCH TIME ARRANGEMENTS

Pupils are NOT permitted to leave the school grounds at break or at lunch or at any other time without permission.

SIXTH FORM CENTRE AND STUDY CENTRE

Your Heads of Year and the Headmaster expect you to respect the facilities and furnishings provided by the Recreation Centre and the Study Centre. These are facilities provided to you as a privilege. Failure to show respect for these facilities will result in serious sanctions.

Year 13 will have access to the, Sixth Form Recreational Centre, when possible, and we expect equality in the use of the resources and facilities provided. We expect all pupils to establish a welcoming and harmonious environment for all pupils in the Sixth Form.

In order to ensure that the Sixth Form facilities are used responsibly **rules** have been constructed for use of the facilities.

RULES

In the Study Centre, you must:

- Attend the Study Centre or allocated study space when your timetable states
- Always be punctual to each study period and come prepared with relevant materials
- Sign the attendance register and do not leave without permission
- Remain in Study Centre for the entire study period.
- Be mannerly and respectful to staff and others at all times
- Work quietly at all times

Please note:

- With the exception of water, no food or drink is allowed in the Study Centre
- Listening to music through headphones is allowed but must be kept low at all times and sharing headphones with others is not permitted. You are permitted to use your phone to listen to music but you must select the playlist and then put your phone away. You are not permitted to use your phone for any other purpose during Private Study, unless you have been given permission by a member of staff to do so. If you are found using your phone other than to select a playlist and turn the music off at the start and end of the period, your phone will be sent to the office and the usual sanctions will apply for repeat offences.
- The Study Centre must be kept clean and tidy at all times.
- Do not leave your bag unattended in the Study Centre.

In the Sixth Form Recreational Centre

- Responsibly use the tables and chairs- do not sit on tables
- Do not play ball games indoors
- Do not graffiti any furnishings
- Put all rubbish in the bins provided
- Report any breakages immediately
- Ensure the kitchen, when in use, is wiped and left clean and tidy. Remember that it is your responsibility to clean up any dishes you use or any mess you create.



RAINEY ENDOWED SCHOOL ENROLMENT IN SIXTH FORM

Please read the L6 Agreement Document located on the pupil tab of the school website before completing this form.

Pupil Information

Surname: _____ Forename: _____

I have read and understand the contents of the Sixth Form Agreement. I undertake to continue to comply with the obligations contained therein that accompany joining the Sixth Form at Rainey Endowed School.

Signed (Pupil): _____ Date: _____

TO BE COMPLETED BY PARENT/GUARDIAN

I wish to enrol my * son/daughter as a pupil in the Sixth Form at Rainey Endowed School. He/She wishes to embark on a course of study at AS Level.

I undertake that he/she will remain in regular attendance until the end of a school year. If it should become necessary to withdraw him/her before the end of a year, I will give at least one month of notice of my intention to do so.

I accept that this enrolment is based on the understanding that, while a pupil at Rainey Endowed School, he/she will comply with all the obligations set out in the Sixth Form Agreement.

I have read and agree to the disciplinary sanctions and procedures (pages 7/8).

Signed (Parent/Guardian): _____ Date: ___ / ___ / ___

Please ensure this is completed and returned to the pupil's form tutor by Wednesday 1st September 2021.