



# QUEENS' SCHOOL SIXTH FORM HANDBOOK

2023-2024

# **WELCOME TO THE SIXTH FORM AT QUEENS' SCHOOL**

## **Director of Sixth Form's Welcome**

Visitors to Queens' Sixth Form encounter a vibrant, busy, but caring environment where ideas, opinions and academic debate are part of the culture. We believe that there are no limits to the academic progress of committed, hardworking and dedicated students, and successes over many years suggests we are right.

There are vast opportunities for students to develop at Queens', whether that is in nurturing their burgeoning leadership or sports skills or finding time to explore the mysteries of the universe in our well stocked library, which boasts a truly superb collection of books, magazines and journals and is the "hub" of Sixth Form intellectual life. Sixth Formers also continue to enjoy the acres of space, the superb sport and coaching facilities offered at Queens' as well as a designated Sixth Form block with separate café facilities, computer rooms and a large study centre.

As the Head of Sixth Form, I unashamedly want the very best for each and every Sixth Former at Queens', whether that takes the form of examination success, sporting achievement, intellectual endeavour, personal integrity, community service or general scholarship. The interests, aims and goals of our Sixth Formers are diverse, ambitious and exciting and it is our desire to support them, to pursue whichever pathway helps them to be their very best.

Queens' values of Scholarship, Tenacity, Respect and Altruism are embodied by our Sixth Formers, who lead the school in living out these values daily. An enjoyment of the pursuit of academic excellence, a willingness to make the most of opportunities and of mistakes and a strong feeling of community pervade Queens' Sixth Form and our students' leave well-prepared for the next exciting phase of their lives.

We have a strong pastoral support system at Queens' and our Sixth Form builds upon the fine traditions of our House system. There are a team of tutors assigned to each year of the Sixth Form, working closely with a Director of Learning and ably supported by the Sixth Form Student Support Officers and Director of Sixth Form. Communication is crucial to enjoying and succeeding in the Sixth Form and I would encourage you to speak to teachers, tutors, your Director of Learning or the Director of Sixth Form should you have any concerns. I look forward to welcoming you to our Sixth Form.

**Mr S. Moore (Director of Sixth Form)**

## General Information

### Personnel:

Director of Sixth Form	Mr S. Moore
Director of Learning Year 12	Mrs. K. Hillcoat-Hyde
Director of Learning Year 13	Mr E.Smith
Head of Enrichment	Mr A. Brothwood
Sixth Form Student Support Manager	Mrs R. Holmes (Attendance)
Sixth Form Student Support Manager	Mrs K. Silvain (Safeguarding)

To report an **absence** please email [6thformabsence@queens.herts.sch.uk](mailto:6thformabsence@queens.herts.sch.uk) as soon as possible on the day of first absence and then each subsequent day.

### Sixth Form Tutors

#### Attenborough House:

12AB	E. Jacobs
12AE	J. Butterfield
13AB	R. Crisswell
13AE	R. Owen

#### Seacole House:

12SN	C. Terry
12SW	J. Matthews
13SN	L. Urbino-Aguilar
13SW	H. Lynch

#### Franklin House:

12FX	H. Jafari
12FD	S. Kanagaratnam
13FX	N. Campbell
13FD	D. Ringshaw

#### Turning House:

12TM	R. Spada
12TC	D. Pandya
13TM	Z. Rahemani
13TC	E. Austin

## General Information

### The School Day:

8.30	Tutor time
8:45	Transition Time
8.50	Lesson 1
9:50	Transition Time
9.55	Lesson 2
10.55	Break
11.15	Lesson 3
12:15	Transition Time
12.20	Lesson 4
13.20	Lunch
14.00	Period 5
15.00	End of school day

### 16-19 Bursary Fund:

The 16-19 Bursary Fund is a scheme designed to ensure that young people facing financial hardship can remain in full time education. Further details and the Bursary application Form can be found on the Sixth Form Section of the Queens' School Website under the 'About Sixth Form' tab. Alternatively, please speak to either Mr Moore or Mrs Silvain (on the South Side) or the Accounts office (on the North Side).

### Qualifications Explained:

Since September 2017 all A-Level subjects have operated on the reformed, linear, system which consists of a two year course examined at the end of Year 13. Grades are awarded between A\*-G.

BTEC Level 3 Qualifications in Sport and Business are also offered at Queens' and are equivalent to A-Levels in terms of time, UCAS points, or employer recognition. These qualifications tend to have more of an industry focus and are largely assessed by coursework (although there is still a significant externally graded component). Please see our course guide for further details on subjects offered.

Enrichment options are offered to those students not taking 4 A-Levels; students on the Elizabeth or Philippa pathways can choose to complete the EPQ (Extended Project Qualification) or Core Maths, amongst other options. The EPQ and Core Maths are both specific types of Level 3 qualifications which are equal in size to an AS-Level qualification. Non-qualification options are also available in the form of Culture & Society and Technology for Life.

Enrichment options are chosen by students in September once students are enrolled.

## Sixth Form Standards

**The central ethos of Queens' Sixth Form is that our students are role models. We believe this because they are the oldest students at the school, and because they inspire younger students and even the staff too. We therefore hold very high standards and expect Sixth Formers to:**

- Show each other and their environment respect
- Enjoy succeeding and overcoming challenges
- Work well with others
- Devote the required 16 hours per week to independent study
- Are tenacious when independently learning
- Communicate with all the staff supporting them
- Follow the Queens' Sixth Form standards
- Take an active role in lessons
- Constantly review their previous lessons and learning
- Consistently assess their understanding to identify and plug "gaps"
- Use practice exercises and pre-public exams to develop future performance
- Work consistently both in study periods and at home
- Are punctual to school and lessons
- Are highly organised and self-manage their notes, folders and books
- Arrive to lessons fully prepared with equipment and any preparation work complete
- Have a clear idea of potential future pathways
- Act on marking and feedback to ensure improvement in work
- Take a full and active role in the life of the school
- Ensure their absences from either school or lessons are explained and authorised.

**#ROLEMODELS**



## Sixth Form Standards

As part of the registration process at Queens' school you, your parents and your form tutor will have signed the Sixth Form Agreement. This document must be returned to your Form Tutor in the first week of autumn term (at the start of September).

### **Queen's School strives to provide excellent learning opportunities and support to all Sixth Formers:**

- Providing excellent teaching and a personalised curriculum, delivered by highly-qualified teachers.
- Providing an environment for students to undertake collective and individual learning.
- Treating students with respect and expecting them to take responsibility for their own learning.
- Offering support, advice and administration through the university admissions process (UCAS), or alternative further education/career application processes.
- Providing pastoral support through a Sixth Form tutor system led by the Sixth Form Leadership Team.
- Providing students with a range of extra-curricular activities and leadership opportunities.

### **As a student in the Queens' School Sixth Form I will uphold and abide by the expectations and standards of a Sixth Former**

- I will support the ethos of the school and embrace all of the opportunities that it brings.
- I am committed to maintaining the highest levels of attendance and punctuality and have read closely the sections on attendance and punctuality.
- I will maintain a positive attitude to learning
- I will always act in such a way that enriches the school community and does not bring disrepute to Queens' School or its Sixth Form.
- I understand failure to meet the conditions of this contract may lead to my being removed from a course of study or, in the most serious cases, being asked to leave the Sixth Form.



## Sixth Form Standards: Dress Code

### ***Ethos***

Our dress code is designed to be simple and reflective of the modern, outward-looking and ambitious students who study at Queens' School. Since Sixth Formers are old enough to be deciding the direction of their own lives, we believe that they should also have a reasonable amount of personal choice about what they wear and be able to make mature judgments as part of their development into adulthood.

### ***Expectations***

Sixth Formers at Queens' are not expected to wear a school uniform and are empowered to make decisions about their identity and how they want to present themselves in a learning environment which contains a range of ages down to 11 years old.

As the eldest students at school and role models to their younger peers, the minimum expectation is that Sixth Formers dress appropriately for the school working environment and look ready to learn, demonstrating the school values at all times.

Sixth Formers are welcome to wear formal professional attire, such as two-piece suits. However, students who want to dress in a style more akin to modern workplaces are equally welcome to do so. We do not wish to prevent individuality and we recognise that in the workplace our students are preparing for has fewer restrictions in terms of dress than for previous generations. We therefore believe it is a fitting privilege to have a reasonable amount of personal choice in the Sixth Form and as a result common aspects of formal dress such as ties, tailored trousers or black and brown shoes are not expected.

However, students also have a responsibility to dress in an expected manner and we have therefore provided some guidance below. The list is not exhaustive and we reserve the right to point out other issues as they arise. **The overriding principle is that it is the judgement of the staff that determines what is suitable or not.**

### **Students must always wear their school lanyard and ID badge.**

To avoid ambiguity, the following short list of items are considered inappropriate:

#### **Footwear**

- Trainers (including Converse, Vans, Nike)
- Boots above ankle-height, steel-toed or in the style of Ugg boots

#### **Clothing**

- Trousers, skirts and dresses not of a reasonable length
- Cropped tops, skinny strap tops, backless tops
- Hoodies
- Shorts
- Sportswear and tracksuits
- Underwear that is visible
- Beachwear (including sliders/flip flops)
- Fishnet tights or ripped tights
- Jeans
- Wording/Slogans that could be considered abusive or offensive

#### **Headwear**

- Caps and hats

#### **Tattoos, piercings and hair dye**

- Tunnel earrings
- Visible tattoos
- Unnatural hair colours

Some clothing is specified by subjects. For example, open-toed shoes would be considered dangerous in a design and technology workshop. Sixth formers are expected to observe the individual dress codes of subjects, where they exist.

### ***Bursary***

No student should be prevented from owning clothing that allows them to feel confident and empowered at school. Financial disadvantage can affect anyone, and so those sixth formers requiring financial support for the purchase of clothing can apply for a bursary via the 16-19 Bursary Fund.

### ***Process for responding to dress code issues:***

In the first instance a staff member from the Sixth Form Team or Form Tutor team will identify the issue with the dress code and either:

- ask the student to immediately rectify the issue or, if this cannot be done
- send the student to the Sixth Form Office to arrange for them to be sent home

If a student is unable to get home they will not be permitted to attend lessons and will work from the Study Centre. A parent/carer will be notified and asked to bring in appropriate clothing to rectify the issue. Once the issue is rectified the student will be able to return to normal lessons.

Students who are sent home will be expected to do so as promptly as possible, and to return to the Sixth Form Office to check the issue is resolved.

If a staff member has concerns about what a Sixth Form student is wearing which cannot be immediately rectified, they will send that student to the Sixth Form Office with a note and the above process will be followed.

Notes will not be given (or accepted from parents/carers) to excuse non-uniform footwear being worn, other than on medical grounds or in exceptional circumstances.



## Routines and Procedures

### Attendance:

All Sixth Formers are expected to be in their Tutor rooms by 8:30am.

Any student who arrives after this time will be marked as **late** which will remain on their permanent record and can have a negative impact on any future references that they obtain.

Missing a timetabled lesson is disruptive to a student's learning and potentially that of others in the class. As such, any missed lessons, that cannot be satisfactorily explained, will result in a detention. Students are responsible for their own attendance record and if they are doing any authorised activity they must make sure the Sixth Form Student Support and any subject teacher is made aware.

Significant research has been undertaken in this area and the evidence suggests that poor attendance can lead to a drop of as much as a grade. 90% attendance means you have missed a day a fortnight!

**Should Sixth Formers be unable to attend due to illness or for any other reason, we request that parents contact by email on each day of absence:**

[sixthform@queens.herts.sch.uk](mailto:sixthform@queens.herts.sch.uk)

**N.B.** students are not permitted to attend driving lessons during the school day

### Holidays:

Students must not arrange holidays during term time and such absences will be recorded as unauthorised absence.

It is important to note that references to employers/ Higher Education institutions require data about attendance and punctuality. It is therefore imperative that students' attendance record portrays them in the very best of lights.

### University Open Days:

Students are encouraged to attend University open days and taster courses in the summer term of Year 12 and the autumn term of Year 13, however, in order to minimise disruption, students are only allowed to have three such visits in total. The University Open Day form can be found in the online student area and must be submitted to the relevant Director of Learning at least 24 hours before the visit.

All other requests for leave of absence are dealt with on a case by case basis.

### Employment:

Employment should be kept to a minimum and preferably **not exceed 7 hours per week** during term time. Sixth Form study and events have to take priority over employment. It is inappropriate for students to take up employment during the school day (8.30am – 3.00pm).

## Routines and Procedures

### **Personal Organisation:**

Students are required to manage a working folder which they bring to school every day in Year 12 and Year 13. This folder must contain subject booklets (provided to the student by teachers) and all course materials, including notes, for the specific unit being worked on at that time. Comprehensive and impeccably organised subject folders must be kept at home and only brought to school under the direction of teachers. Electronic devices (e.g. laptops) are only to be used in lessons under the direction of teachers or if there is a recognized SEND need which makes the use of an electronic device part of a student's normal way of working.

### **Study Periods:**

During study periods Sixth Formers are free to pursue independent study and attendance on site is mandatory unless a privilege has been given by the Sixth Form Team and a parent consents.

Year 12 students are expected to bring their own electronic device to school (i.e. laptop or Chromebook) however desktops are made available for use in the Study Centre and library.

The librarian (Mrs Greatrez) is exceptionally knowledgeable and helpful and should be the first port of call for any research project or query. Owing to the popularity of the Library, the huge demand for resources and the limited amount of time the librarians have, their word is law and any infringement in Library etiquette will be dealt with swiftly by the Sixth Form team.

It is expected that all students will spend at least **10 hours** engaged in independent study per week.

### **Detentions:**

Sixth Form detentions run at lunch time for 20 minutes, and after school for either 40 minutes or 60 minutes (SLT detentions). Please see the Consequences Ladder below for more information.

### **Safeguarding:**

It is a safeguarding requirement for **all Sixth Form** students to **visibly** wear their **student ID** lanyard. Sixth Formers do not wear Queens' School uniform so it is essential that school staff and students can easily recognize and identify them. All students will be issued with their ID badge and will be responsible for their safe keeping. Lost ID cards and lanyards can be replaced for a small fee.

When crossing the Aldenham Road, Sixth Formers **must** use the underpass and follow the one way system. When entering either the North or South site students must be aware that cars do enter close by and so students should only be walking on the painted "yellow hatched" pathways.

Mrs Silvain is the Safeguarding Lead for the Sixth Form and should be the first point of call for anyone who wishes to raise a safeguarding concern relating to a Sixth Form student.

### **Personal Belongings and Electronic Equipment:**

The use of mobile phones is **not** permitted within lessons or around the school and may only be used in study periods to listen to music or during break in the Sixth Form Study Centre, Library and Sixth Form Cafe. Headphones/Airpods may be used during private study although they should be removed and not

on display whilst moving around the school site. Lockers are provided in the Sixth Form and provide a very secure place to store valuables and other belongings.

### Drugs/ Illegal Substances:

It is the school's policy to inform the Police in any cases involving the sale or consumption of drugs/alcohol within the school grounds. Drugs and alcohol must not be brought onto the school site under any circumstance.

## Rewards Ladder

Level (House Points)	Examples Behaviour	Reward
<b>R1</b>	<p>Demonstrating Scholarship, Tenacity, Altruism and/or Respect</p> <p>50 STAR Points 100 STAR Points 150 STAR Points 200 STAR Points 250 STAR Points 300 STAR Points 350 STAR Points 400 STAR Points 450 STAR Points 500 STAR Points</p>	<p>STAR Point</p> <p>Amber Certificate Bronze Certificate Emerald Certificate Silver Certificate Ruby Certificate Gold Certificate Sapphire Certificate Platinum Certificate Diamond Certificate <i>Dare to be Great Certificate</i></p>
<b>R2</b>	Outstanding demonstration of STAR Values during the half-term (Subject; Year; House)	Roll of Honour
<b>R3</b>	Brightest STAR in one value across a half-term Participation in extra-curricular	AHT Commendation
<b>R4</b>	Brightest STAR across all values in a half-term	DHT Commendation
<b>R5</b>	'Above and Beyond Values Award'	Headteacher Commendation
<b>R6</b>	Representing a Form; Year; House; Subject; Sport	School Colours
<b>R7</b>	Outstanding Effort / Achievement Award	Annual Awards Evening

## Consequences Ladder

Level	Examples of Behaviour	Consequences
<b>C1</b>	<ul style="list-style-type: none"> <li>Disrupting learning</li> <li>Chewing</li> <li>Home learning incomplete/ not of a satisfactory standard</li> </ul>	Recorded Warning
<b>C2</b>	<ul style="list-style-type: none"> <li>Unacceptable dress that can be corrected</li> <li>Lateness to school (&lt;8.45) or lesson without a valid reason</li> <li>Lack of kit, equipment or device</li> <li>Littering</li> <li>Mobile phone usage outside of the Sixth Form areas</li> <li>Headphones usage outside of the Sixth Form areas</li> </ul>	20 Minute Lunch Detention
<b>C3</b>	<ul style="list-style-type: none"> <li>Persistent C1 or C2, failure to attend, poor behaviour in C2</li> <li>Swearing</li> <li>Provoking / Encouraging others to break the rules</li> <li>Lesson disruption following Reminder and Warning</li> <li>Failure to follow instructions</li> <li>Rudeness to or lying to staff</li> </ul>	40 Minute After School Detention
<b>C4</b>	<ul style="list-style-type: none"> <li>Failure to attend a C3, poor behaviour in C3 Detention</li> <li>In the vicinity of smokers/vapers</li> <li>Deliberately causing distress to another student</li> <li>Out of bounds</li> <li>Lateness to school after registration has closed (8.45-9.00)</li> </ul>	60 Minute SLT Detention (After school)
<b>C5</b>	<ul style="list-style-type: none"> <li>Persistent C3, failure to attend a C4, poor behaviour in C4 Detention</li> <li>3 detentions in 24 hours</li> <li>Failure to sign in when late or arriving to school after 9am</li> <li>Unacceptable dress that cannot be rectified</li> <li>Theft; Selling; Spitting; Truancy; Fighting; Bullying; Intimidation</li> <li>Crossing Aldenham Road</li> <li>Discriminatory language</li> <li>Smoking/vaping or possession of smoking/vaping paraphernalia; In possession of items that disrupt the school day</li> <li>Misuse of the internet/social media/recording an incident</li> <li>Leaving the school site without permission</li> <li>Failing to follow the instructions of the Duty Officer/SLT</li> <li>Bringing the school into disrepute</li> <li>Cheating in an assessment/plagiarism</li> </ul>	Internal Exclusion
<b>C6</b>	<ul style="list-style-type: none"> <li>Persistent C5, failure to attend IE, poor behaviour in IE</li> <li>Bringing alcohol into school</li> <li>Under the influence of alcohol or drugs</li> <li>Refusal to serve or failing to behave appropriately in Internal Exclusion</li> <li>Swearing at or about or threatening a member of staff</li> <li>Vandalism / Graffiti</li> <li>Deliberately setting off a fire alarm or extinguisher</li> <li>Conduct liable to seriously endanger others</li> <li>Deliberately causing injury to another student</li> <li>Bringing the school into serious disrepute</li> <li>Physical assault</li> <li>Sexual harassment</li> </ul>	Fixed-Term Exclusion
<b>C7</b>	<ul style="list-style-type: none"> <li>Persistent C6</li> <li>Extreme physical violence</li> <li>Possession of drugs with intent to sell</li> <li>Possession of an offensive weapon</li> <li>Violence towards a member of staff</li> <li>Sexual abuse/assault</li> </ul>	Permanent Exclusion

# Life after Sixth Form

## Post-18 Progression:

The vast majority of Queens' Sixth Formers (over 80%) will apply to university and we support them through the application process in Tutor Times, Lifelong Learning, Face the Future, the UCAS convention and by authorising university visits.

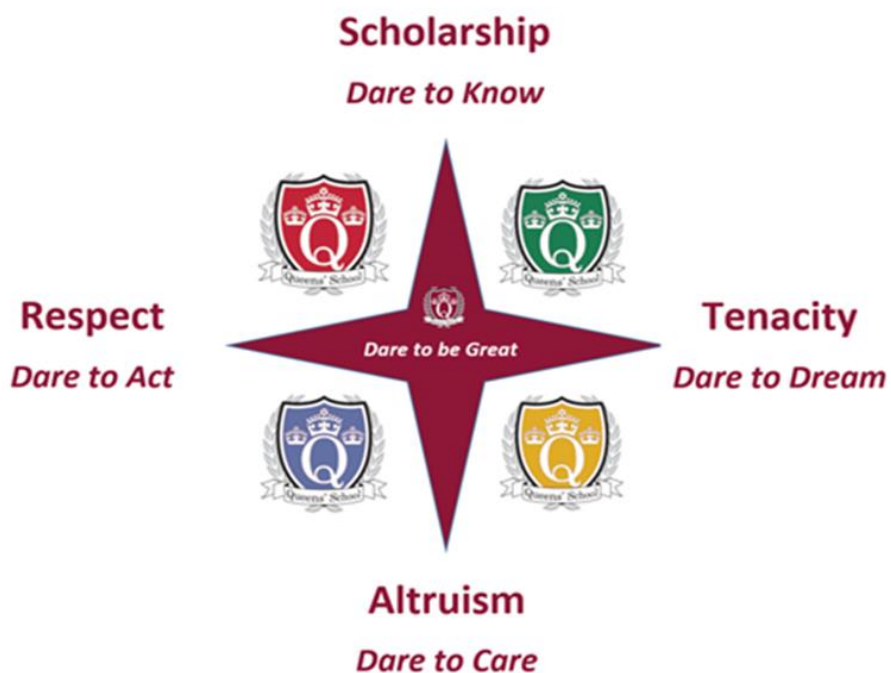
Additional support is offered in terms of entry test preparation, interview practice and application process to those hoping to apply for the early entry courses (these include all courses at Oxford or Cambridge Universities, and most courses in medicine, veterinary medicine/science, and dentistry.)

Those students intending to pursue a GAP year or enter employment (either entering the work place or via an apprenticeship or other school leaver programme), will be signposted to information regarding their choices and options. Form Tutors will regularly meet with students to ensure that plans are well thought out and detailed and that appropriate steps are being undertaken to ensure students' personal goals are achieved.

We know that this can be a difficult, though rewarding time for students and parents and as such we will be providing more detailed information on Post-18 progression, the end of Year 12 assessments and the UCAS process at an Information event in the Spring Term.

In the meantime further information on Post-18 progression or careers can be found on the following websites:

1. [www.ucas.com](http://www.ucas.com)- the first port of call for anybody considering applying to university their guides for students and parents are excellent.
2. <https://www.queens.herts.sch.uk/parents-carers/careers/> - the Queens' School Careers webpage
3. [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)- a very useful starting point.
4. Amazing Apprenticeships - <https://amazingapprenticeships.com/vacancies/>
5. <https://nationalcareersservice.direct.gov.uk/> - An exceptionally useful website with career profiles and online diagnostic tests to analyse your skill set and potentially training needs.
6. Government information available on: <https://www.gov.uk/topic/further-education-skills/apprenticeships>



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