



**The Royal Latin School**

**Student Handbook**

**Sixth Form**

# RLS Sixth Form Student Handbook 2017 - 2018

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Dear Students

We are delighted that you have decided to become a member of The Royal Latin Sixth Form. We hope that you will find your time in the Sixth Form rewarding and academically challenging.

You will have every opportunity to become involved in a wide variety of exciting activities in the Sixth Form and within the wider school community. Your aim should be to make the most of your time here and to work with others to create a Sixth Form community which has a positive impact on your learning and that of others.

Please read the following guide in conjunction with the information on the website to familiarise yourself with the expectations of becoming a sixth former. We expect our Sixth Form students to act as role models and young leaders in all that they do.

We hope that you will enjoy your time in Sixth Form. Please come and speak to us if you need support at any point.

Yours sincerely,

Mr Skyrme  
**Head of Year 13, Head of Sixth Form**

Mr Leyland  
**Head of Year 12**

Mrs Wilkins  
**KS5 Teaching Assistant**

Mrs Street  
**KS5 Teaching Assistant**

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## 1 School Culture

**We seek to promote and encourage the following qualities in both staff and students.**

- self-respect, self-confidence and self-discipline
- respect and tolerance for different ways of life, beliefs and opinions
- a concern for equal opportunities and the challenges of stereotypes
- consideration for others
- courtesy of speech
- an emphasis on quality and excellence
- smart appearance - we are all ambassadors for the school
- flexibility and adaptability to change
- a sense of responsibility - both personal and collective.

### **1.1 Help, advice, support.... We're here to help!**

"Make sure to look into the syllabus and specifics of the subjects you choose, it's not necessarily the same kind of thing as GCSE. Also, speaking to teachers about your A-Level courses is really useful in helping you making the right subject choices."- **Jess Jordan**

"If you have a specific university course or career in mind, try to match the subjects you do with those they prefer and ones which use skills you will need at University"- **Rory Butcher**

"Remember that they're private study sessions, not free periods. Using these wisely really reduces your workload at home"- **Ella Hornby**

"I wish I'd revised throughout the year instead of just in exam period. It would've made revision much less stressful and daunting!"- **Sasha Ellis**

'Choose subjects you enjoy, not subjects you think will be good ones to have. If I could go back, I would change some of my choices as I think it would have made the transition into sixth form a more fulfilling one, however thanks to the help of my teachers I've managed to adapt to the choices I've made.' – **Chloe Amies**

'Get involved with extra-curricular activities. For example, I got involved with Young Enterprise at the beginning of the year and that's really helped me learn about the business world and helped me with my Maths A-Level. It's been a great experience, lots of fun and a great thing to write on my personal statement.' – **Sarah Walker**

'Choose what you enjoy and what you think you may use in the future.' – **Callum Goodridge**

'Get involved with Student Leadership from the beginning of the year as it's a fantastic thing to write on your personal statement and a really good way to mix with different people. I'm really enjoying the privilege of being a House Captain' – **Alex Westbrook**

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### Form Tutor

Your Form Tutor is your first point of contact in school and they will be able to help you with a range of issues, both academic and relating to your well being.

### Head of Sixth Form / Head of Year

If your Form Tutor cannot resolve an issue the Head of Year is available on most days upstairs in the Rotherfield building. Please feel free to knock on the door from 0830 – 1630. Alternatively you can make an appointment through Mrs Wilkins or Mrs Street in the KS5 office or directly by emailing [ewilkins@royallatin.org](mailto:ewilkins@royallatin.org) or [jstreet@royallatin.org](mailto:jstreet@royallatin.org)

### Connexions (careers) Advice

The Connexions team can offer advice on a range of issues including university applications and job interviews. You can make an appointment through Mrs Wilkins or Mrs Street in the KS5 office.

### Student Leadership Team (StLT)

The senior students will be pleased to help you. Contact details can be found at the end of this document.

Head Girl, Hannah Hencken  
Deputy Head Girl, Ingrid Christie  
Head Boy, Josh Abass  
Deputy Head Boy, Kieran Craig

#### House Captains:

Barton: Chloe Helps and Oliver George  
Denton: Eliane Wright and Joe Greener  
Newton Francesca Webb and Niraj Khosla  
Ruding: Revathy Vinod Kumar and Sanju Shah  
Stratton: Tobi Agboola and Dakshesh Dharmadhikary  
Verney: Hannah Brown and Kieran Linger

### 1.2 Student Representation

Student voice and participation are encouraged in our community and we welcome student contributions. Students are invited to get involved in a range of activities through their allocated House, the School Production, Sports teams, Open Evenings, as well as running clubs and societies and helping to run our elective programme on a Wednesday afternoon. Many students find they develop a range of skills from team work to public speaking which are valuable skills for later life.

**Prefects** Students will be invited to volunteer to help out during lunchtime duties from day one of their Year Twelve. By half-term interviews will have been undertaken with the Head Boy and Head Girl. Successful candidates will hold the post of prefect from October half-term in Year Twelve to October half-term in Year Thirteen. Rigorous training will be carried out to aid successful candidates so that they are fully supported.

**Other roles** Year Twelve students are also invited to join our technical team and help run the behind the scenes activities at School Open Days, School Productions etc.

**Senior Student Leadership Team** In early March, students will be invited to self-nominate themselves for position of Head Boy/Girl.

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Voting will then take place from Year Twelve and staff and the top five students will be invited to interview. Once the Head Boy and Head Girl has been determined students will be invited to apply for the positions of **Year Captains** (who will work with a Head of Year to support a specific year group)  
**Subject Captains** (who will work with a Head of Department to promote the specific subject in the school)  
**House Captains** (who will run their specific house)

As you can see there are lots of opportunities for you to get leadership experience in the school and we look forward to working with you during your time in Sixth Form. For further information please see any of the Senior Student Leadership Team or your Head of Year.

### 1.3 Assemblies

All Sixth Form students are expected to attend assemblies on **week B** as follows:

Monday (Barton, Denton, Newton)  
Tuesday (Ruding, Stratton, Verney)  
Thursday Years 12 & 13

The assembly programme includes lectures, presentations, videos and discussion covering a wide range of general, social, health, political and cultural issues as well as careers and higher education guidance. Please ensure you leave resources and personal equipment in your form room. Please be aware that our dress code will be checked each week at the start of assembly and that your form has a designated seating area to aid registration.

### 1.4 Rotherfield Study Centre

**Ground Floor:** Café Level & IT Area – **NON SILENT** group work and collaboration.  
Food and drink permitted in this area. The Café is open from 8am until 4.30pm and is for the use of both staff and students. Please leave your area tidy.  
Mobile phones and electronic devices permitted (music should not be audible)

**First Floor:** Study Level - **SILENT** work for timetabled Supervised Study Periods  
No food and Drink (except water) allowed upstairs  
Mobile phones and electronic devices are permitted but must be switched to silent / headphones used.

**Technology** There is an ICT suite located on the Ground Floor available for student use.  
Wi-Fi is also available for those students who bring their own devices to school.  
Please be aware that for your safety and for purposes of security Rotherfield is constantly monitored by CCTV.

**Inclusive** ALL spaces in Rotherfield are for the use of both Year 12 and Year 13 students

**Group Spaces** Bookable group spaces for students and staff \*

**Group Room R2**  
**Group Room R4**

\*Quiet rooms are available for those students who wish to pray at prescribed times.

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### 1.5 Changing courses

The school expects you to have chosen your subjects very carefully. Students will only be permitted to withdraw from a subject following consultation with the Head of Sixth Form and the Headteacher if they have a legitimate reason e.g. long term illness.

Having opted for a particular programme of study, you cannot alter your timetable without full agreement from the appropriate staff. Any changes to timetables and subject choices are unlikely to be permitted after September; this is due to the disruption it is likely to cause to existing classes.

### 1.6 Canteen

Our canteen offers flexible dining options which will fit in with your timetable and chosen extra-curricular activities. Sixth Form students are permitted to visit the canteen throughout the school day during non-contact periods. **Because of this allowance Sixth Form students are expected to line up with other year groups at break and lunch time. Students are only allowed to eat in the canteen or Sixth Form Area.** We actively discourage the purchase of fast food from establishments offsite. If students decide to buy food from other establishments it should only be eaten in the Sixth Form Area in Rotherfield.

### 1.7 Mobiles, MP3 players etc

You are only allowed to use these in the Sixth Form Area. Please remember you are a role model to the younger students in our community who should not be seen with these items of equipment. The school will not take any responsibility for the theft, damage or loss to such items.

If students choose to bring mobile phones and other electronic devices such as i-pods, MP3, MP4 players etc to school they must adhere to the following:

1. The Royal Latin School is a workplace; phones are the responsibility of the student and must be switched off and kept safely by the student during and between lessons. No electronic devices (or headphones) should be seen or be in use whilst students are walking around the school.
2. If there is an emergency which requires communication with home, students must go to the Student Office. In an emergency parents / carers should phone Reception and a message will be taken to the student.
3. There may be occasions when a teacher allows pupils to listen to music during a lesson. Permission for this should not be assumed and it is at the discretion of the teacher. If music and/or games are played on electronic devices at break or lunch time, this must be done in Rotherfield only. If these electronic devices (plus headphones) are seen outside of these designated areas this will lead to immediate confiscation (no warnings).
4. Students must ensure that files stored on their phones do not contain violent, degrading or pornographic images. Phones may not be used to take photographs or videos at school unless permission is specifically given by the teacher. The transmission of some information is a criminal offence. Students found to be responsible for this will have their phone confiscated; it will be returned to their parent / carer, or passed to the Police.
5. Cyber-bullying is completely unacceptable, students found to be responsible for this will have their phone confiscated; it will be returned to their parent / carer, or passed to the Police.
6. Mobile phones cannot under any circumstances be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.

Note: All points in the policy apply to phones, Ipods, MP3, MP4 players and any similar devices. If electronic devices are used at incorrect times students will be challenged, the item will be confiscated, and will be returned at the end of the day. If students dispute this, or offend persistently, parents will be asked to collect the phone from reception. In all cases the Headteacher will be the arbitrator.

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### **1.8 Sixth Form Area**

This is your area and is managed by the Student Leadership Team. Please respect your environment.

### **1.9 Smoking / alcohol**

The Royal Latin School is a non smoking site. Students are forbidden to smoke on the school site or in view of our neighbours. Students seen smoking are deemed to be 'bringing the school into disrepute.' This means they will receive a sanction in line with the school's Behaviour Policy.

Students should be aware that the school's drug and alcohol policy applies to all Sixth Form students as part of the Behaviour Policy:

It is the aim of the Royal Latin School to educate its students to make informed personal choices and decisions in order to avoid putting themselves, or others, in danger. It is recognised that drugs are widely available and that there is a national problem particularly among young people. The purpose of this policy is to actively discourage, and hopefully prevent, students from misusing drugs at any time; it should act as a deterrent. Any cases of misuse of drugs by students (or staff) will be treated as serious misconduct. Counselling, guidance and professional help will be preferred options to disciplinary measure where involvement with drugs is suspected. However, where a case is proved, sanctions will be applied because students will be deemed to have made inappropriate choices about their behaviour, in full knowledge of the standards expected by the School, and in order to demonstrate the seriousness with which the School regards the possession, supply, intent to supply or use of drugs.

To see a full version of the Royal Latin School Policy on the misuse of drugs and other substances visit the 'Policies' section on the school website.

### **1.10 Punctuality and Attendance**

- It is your responsibility to liaise with your Form Tutor and/or Mrs Wilkins to ensure your attendance is up-to-date.
- You must provide parental notes to explain any absence.
- It is an expectation that you are punctual and attend morning registrations, assemblies and lessons. This includes enrichment activities.
- Students must be onsite at all times. Students are generally allowed offsite at lunchtimes and Wednesday afternoons only. Students may be permitted additional offsite privileges in Year 13 during non-supervised study periods. This is at the discretion of the Head of Sixth Form.
- You must sign in or out of school if you are off site at any time excluding break and lunch time. The signing in/out sheets are found in the foyer of the Rotherfield building.
- An attendance of at least 95% is a condition for examination entrance. Genuine absence (e.g. illness) is not included in this figure.
- Sanctions apply for any student who is truanting or late. If you are late twice in one week for registration you will automatically receive an after-school detention with your Head of Year. If you have a legitimate reason for lateness speak to your Form Tutor or Mrs Wilkins / Mrs Street.

### **1.11 Driving**

- Absence from school for theory and practical driving tests is permitted provided prior written notice is given to form tutors.
- Absence for driving lessons is not allowed either during the school working day or at lunchtimes. Driving instructors should be asked to meet students off site for health and safety reasons.

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- There are no facilities to park your car on the school site. Please remember to park your car legally and respectfully in and around the neighbouring area.
- For reasons of safety we request that students do NOT drive onto the school site to drop students off in the mornings. There is a notice to this effect at the entrance to the site.
- Any student driving a car to school **must** register the vehicle with Mrs Wilkins / Mrs Street.
- Students should **not** park in Brookfield Lane in consideration of the residents, the safety of pupils using the lane, and to allow the passage of emergency vehicles.
- **Students found to be blocking residents' drives may be reported to the police.**

### 1.12 Dress Code

We expect our Sixth Form students to dress with pride, in a manner suitable for a formal business environment and as role models for younger students.

| Young Women   | Young Men  |
|---|--|
| <p><b>Compulsory:</b><br/>A smart suit – jacket and skirt/trousers must be matching and of the same material.<br/>Smart sleeved plain top or blouse<br/>Practical smart shoes (flat or with a moderate heel)</p> <p><b>Permitted:</b><br/><br/>Smart jumper/ cardigan under jacket<br/>Stud or small hoop/drop earrings<br/>Modest makeup</p> | <p><b>Compulsory:</b><br/>A smart suit – jacket and trousers must be matching and of the same material<br/>A smart collared shirt<br/>Tie<br/>Smart shoes</p> <p><b>Permitted:</b><br/><br/>Smart jumper/cardigan under jacket<br/>Stud or small hoop earrings</p> |
| <p>Coats, caps, hats, hoods, scarves and sun glasses must not be worn indoors<br/>Body piercing / tattoos must not be visible.</p>  |  |

We do appreciate that the styling and length of girls' skirts vary according to the manufacturer but length should be in line with the practicalities of everyday school life. Students will be advised if their skirts are genuinely felt to be too short (guidance = 10cm above the knee).

Students who wear items which obscure their faces will be asked to remove them. This is in order that students can be identified and that teachers are able to judge their engagement with learning or to secure their participation in practical activities or discussions. Headscarves may be worn for religious reasons.

If you are not sure whether any potential clothing purchase conforms with this dress code, then please check with the Head of Sixth Form before you have bought the item in question.

**Students who do not follow the dress code will be sent home to change (which may involve parents being asked to collect them).**

Please urge your son/daughter to retrieve lost property as soon as possible – storage is very limited at school, so after a short period of notice, unclaimed lost property may either be disposed of, or given away to charity.

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### 1.13 Form Time

All students are expected to attend registration from 0850-0910. A range of activities and assemblies will take place during these sessions. The school deems these an important and compulsory aspect of your time in Sixth Form. There will be a buddy system in place whereby two year 13 students will be paired with two year 12 students in order to assist and guide students through their first year of sixth form.

### 1.14 Prayer Rooms

Quiet rooms are available for those students who wish to pray at prescribed times. Please contact Mrs Wilkins / Mrs Street for further information.

### 1.15 Behaviour Policy

As a student at RLS, you are expected to:

- attend school regularly and be on time for registration and lessons
- be correctly dressed in your school uniform and always bring the necessary equipment
- show respect for all the people at school and for the school environment and property
- listen carefully and follow quickly and efficiently any instructions given by staff and prefects
- work hard in lessons and finish your classwork and homework to meet deadlines
- ask your teachers for help if you think you need it
- be honest and take responsibility for your own learning and actions
- show good manners in your speech and behaviour
- speak out against bullying, vandalism and any other anti-social behaviour – remember there are no innocent bystanders.

You can expect your teachers to:

- get to know you as individuals and recognise your abilities and character
- help you understand the work in lessons and make sure you know what is expected of you
- listen and try to understand your problems or difficulties, and do their best to help you improve
- make it clear when your work or behaviour is unacceptable, and take appropriate action
- treat all students fairly
- recognise and praise both your good work and good effort
- give regular feedback to help you to improve.

**Every student has a right to learn,  
and every teacher has a right to teach,  
in a safe and orderly environment.**

### **This supplements the Behaviour and Exclusion policies**

The emphasis throughout the school is on making the school's reasonable expectations and values clear and understood by the school community. Sanctions are applied when students are deemed to have made inappropriate choices about their behaviour and attitude to work, in full knowledge of the standards expected by the School. The School provides a wide range of education and support for its high expectations of behaviour, attitude to work and encouragement of personal and collective responsibility, specifically:

- **Setting good habits.** The School encourages students to establish regular and punctual attendance, good behaviour, and appropriate study skills. The use of outside agencies is particularly helpful for such things as

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drugs education, sex education, health education, and advice on the law, broadening the perspective of staff and students from the School to the wider community

- **Early intervention.** Prompt intervention follows poor behaviour or unexplained absence, so that it is clear that these will not be tolerated. Where necessary, parents will meet School personnel to arrange support from outside agencies, such as from Social Services, the Educational Welfare Officer, the Secondary Support Teacher, an Educational Psychologist, the School Nurse, and the School Doctor

- **Rewarding achievements.** There is positive recognition of student achievements and progress through house points, letters from the Headteacher, mentions in assembly, the termly Newsletter, commendations, certificates or prizes

- **Behaviour management.** Assertiveness training and protective behaviour techniques are used to encourage students to maintain high standards of behaviour and to resist peer group pressure. The School promotes equal opportunities and the elimination of stereotyping and prejudice

- **Working with parents.** Parents are encouraged to support good attendance, student attainment and progress, and good behaviour through the Partnership Agreement, and the termly Newsletter; and to provide feedback in planners and attend Parents' Consultation meetings.

- **Involving students.** Many students (particularly sixth form Prefects and House Captains) happily take on additional responsibilities and help to reinforce the School's ethos and expectations through their involvement in the anti-bullying policy, through supporting lessons, clubs, and House activities and through the Key Stage and various student voice channels.

- **Study support.** Many other activities and opportunities are available to reinforce schoolwork and to help students develop a sense of personal and collective responsibility, such as clubs, the Homework Club after school in the Library, lunchtime help sessions in various subjects, team sports, House activities, the Duke of Edinburgh's Award scheme, fund-raising for charity, careers and work-related activities, and Community Service. The government advises that certain groups may be at particular risk, such as students with special educational needs (SEN), children in the care of local authorities, minority ethnic children, Travellers, young carers, those from families under stress, pregnant schoolgirls and teenage mothers. It is recognised that for all students, transition from one stage of education to another needs particular care. In all cases, the School liaises (either in person or by telephone and letter) with the previous school to ensure a good understanding of prior attainment and behaviour and to identify any potential problems. Parents are also contacted at an early stage. New intake students are allocated a "buddy" – a student from the year above – who will befriend them, and help them to settle into their new school.

**Working with parents.** Generally, staff involve parents early in problems so they can discuss future action together. Where possible, future action will be agreed by School staff, parents and the student, with a written copy making clear to everyone what is expected.

**Sanctions used by the School.** The School has a range of strategies and sanctions to ensure that teachers can teach and students can learn in a safe and orderly environment. The School endeavours to take into account the needs of the individuals involved, both in terms of their educational and personal development, but important consideration must also be given to the effect on their peer group, specifically on their education, personal development and safety.

Every effort is made to use sanctions consistently, and in a context of positive reinforcement of good behaviour, but account will be taken of the student's age, personal circumstances, previous behaviour, and the impact on the health, safety and welfare of other students. Sanctions include: reprimand, which should be constructive and as private as possible to the individual student; the general rule is "Public praise, private criticism" unless the issue is with the whole class.

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### **1.16 Emergency Arrangements in Case of Bad Weather**

#### **Before School**

If heavy snowfalls or other severe weather conditions make it likely that this School will be unable to open normally, we will post information on the school website. We also have arrangements with local radio stations to have announcements made over the air. Please tune in to either Heart Radio, Chiltern Radio, or Fox FM. Announcements will only be about closures and the School will probably be open if no announcement is made. A decision to close will be made if the school bus services are not able to operate. Pupils who live within walking distance should also listen for announcements in adverse weather conditions as we cannot guarantee that there will always be staff present to care for pupils who arrive here. The website will be updated in the light of changing conditions.

Our guidelines are as follows - Pupils should make every reasonable effort to attend school. They should be warmly clad, wear appropriate footwear, and carry a mobile phone to telephone home or a neighbour in an emergency.

Please make sure you have a note of the necessary telephone numbers. Buses often run late when weather is bad, so you should allow for this before returning home from the bus-stop. Please make sure that if your parents work you can look after yourself if you have to return home during the day.

**IMPORTANT:** Please do not telephone School before 9.00 a.m., in severe weather. Our switchboard staff will have the same difficulties in getting to work as pupils, and we have to keep them, and our phone lines, free for essential communications.

#### **During The School Day**

If severe weather develops during the school day, we keep in regular touch with the bus companies, and we keep students informed about delays etc on the website. In badly deteriorating weather conditions we may need to close School during the working day so as to allow homeward travel before roads become impassable. In these conditions students may arrive home earlier than expected. Sixth Form students are asked to sign out and notify parents that they are returning home.

### **1.17 Care of Valuables**

**1** Pupils must report immediately the loss or damage of any of their belongings. They should inform the member of staff who has responsibility for the area of the site or the subject lesson in which the loss occurred.

**2** Larger lockers suitable for sports equipment and books may be hired for the whole academic year.

**3** As you already know, clothing and specialist equipment should be named. This includes sportswear and equipment. However, any pupils using the changing rooms for any sports activity should check into the P.E. teacher in charge, all cash and valuables. These will be safely stored by the staff during the lesson and returned when the activity is over. Please provide a named purse or wallet for the storage of cash/valuables.

Any loss should be reported to the KS5 Office.

### **2.1 Awards and Achievement**

Your progress will be monitored every term including your engagement and homework scores. Students performing consistently well will be able to have home-study during non-contact periods but must still attend morning registration.

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### 2.2 Community Service

The Royal Latin Sixth Form students have long prided themselves on their community service work for charity, the local community and for the school itself. It is an expectation that all students partake in an element of community service. All Sixth Form students are expected to take part in approximately one hour of community service per week. This will undoubtedly support UCAS/college or job applications and benefit the local community. You should keep a record of your community service and we will happily place this on your student file for you.

### 2.3 Young Enterprise

Young Enterprise gives you an opportunity to set up, run and liquidate your own business. Students receive support and guidance from experienced staff and local business experts. Your YE Company competes against other schools in Aylesbury Vale and if successful you have the chance to go on to regional, national and European competitions. This is a brilliant opportunity if you have an interest in business, marketing, leadership and teamwork; and you will also improve and develop your skills in presenting, pitching and selling.

For more information speak to Mrs Street, the school's work related learning co-ordinator.

### 2.4 Latin Leaders Award (formerly CSLA)

As part of the programme of *enrichment activities* Year Twelve students can opt to follow the nation's leading sports leadership programme. An ideal step towards national coaching qualifications, it promotes the work of volunteers in sport. Though there is a sporting focus to the course, many of the skills learned are important life skills, which will benefit you enormously in your future pursuits. The course involves some study of theory and the compilation of a folder of evidence.

The practical component is, however, most important: students are expected to assist and lead in PE lessons, and help with house competitions and extra curricular clubs and practices. The scheme is accessible to students in non-contact time, or as part of the community service programme. For more information speak to Mr Gould.

### 2.5 Gold Duke of Edinburgh Award

This is a challenging programme of activities which will help you learn new skills, help others and experience adventure; it will also give you a great sense of achievement. Employers and universities alike take a very positive view of the award and what it says about the person holding it. Offered as a voluntary scheme within the Sixth Form, the award is non-competitive, available to all, achievement focused and, most of all, enjoyable. Students usually find they are already doing many of these things *before* they join the Sixth Form!

You achieve a Duke of Edinburgh Award by completing a personal programme of activities in five sections. These sections are:

- **Volunteering** helping someone, your community or the environment
- **Physical** becoming fitter through sport, dance or fitness activities
- **Skills** developing existing talents or trying something new
- **Expedition** planning, training & completing an adventurous journey
- **Residential** staying and working away from home as part of a team (gold only)

You will find yourself helping people in the community, becoming mentally and physically fitter, developing skills, going on an expedition and taking part in a residential activity. But here is the best bit - you decide what to do! Your programme can be full of activities and projects that give you a buzz.

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Along the way you will pick up experiences, friends and talents that will stay with you for the rest of your life. For more information speak to Mr Darcy.

### **2.6 Peer Listeners**

Sixth form peer listeners are trained to advise on bullying and related issues and on when to pass issues on to a member of staff. Peer listeners are attached to all year 7 and year 8 classes and hold a weekly drop-in support sessions for younger students. For further information on how to become involved please speak to Mrs Baldock.

### **3.1 Holidays**

Please be aware that we are unlikely to authorise holidays during term time. You must complete a leave of absence form (see appendices) and hand it to your Head of Year. You will be expected to catch up with missed work.

### **3.2 University interviews, auditions, music examinations, driving tests**

You will be permitted to take these during term time. Please provide a letter in advance to cover the absence. Please ensure you catch up with missed work.

### **3.3 University open days**

Students are permitted to take three days of term time to attend university open days. Students must complete the University Visit Proforma before visiting a university. Please ensure you catch up with missed work.

### **3.4 Study periods**

We expect our students to achieve to the maximum of their ability and to this end commitment towards active and independent study is essential. These periods should be used to facilitate the development of independent learning, time management skills and completion of coursework.

### **3.5 Casual work / part time jobs**

The school understands the benefits of undertaking paid employment. However, you must prioritise this with your academic work. You should not be working more than nine hours in any week in paid or voluntary employment so that this does not adversely affect your academic performance.

### **3.6 School Website and the Virtual Learning Environment (VLE)**

Remember to log onto the school website and the VLE on a regular basis. In addition to current notices you will find information relating to UCAS, study leave and a whole manner of different aspects of Sixth Form life.

### **3.7 Staff Absence**

Cover work will be provided, either by the Head of Department or another department member, whilst a backup copy can be found with the Key Stage Assistant i.e. Mrs Wilkins Monday to Wednesdays and Mrs Street Thursdays and Fridays. Students with classes in Rotherfield in particular must ensure they communicate with the Key Stage Assistant about their cover work.

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You must remain in your designated classroom for your studies unless prior arrangements have been made with the Library for you to go there. This is for health and safety reasons. Lab-based students will need to go the Library. Students who are permitted Home Study in Year Thirteen may sign out as long as they have collected the necessary cover work and it is not a supervised library period.

Wherever possible a cover supervisor will attend the cover lesson to ensure that a register is taken and work is distributed. If this is not possible we ask students to take a register to Mrs Street or Mrs Wilkins.

### **3.8 Entry from Year Twelve to Year Thirteen**

The school governors have agreed that to gain entry to Year Thirteen students must have:

- ✓ Three D grades at AS
- ✓ 95% attendance and punctuality
- ✓ A minimum of 2.8 for engagement and homework

## **4 Sixth Form Aims and Objectives**

These are designed to meet the increasing expectations of A-level students by universities and of graduates by employers. As well as good GCSE, AS and A2 level grades, students are expected to have a comprehensive CV, work experience and IT skills, self-esteem and the ability to set and meet personal targets. In order to prepare you for these increase pressures, we have outlined below what we hope you would have achieved by the end of your time in the Sixth Form, with a few suggestions as to how you can achieve this.

### **Develop your academic potential to the full**

- Take responsibility for your own learning: the VLE, for example, has a guide to independent study skills
- Know your RLS targets and termly working at and predicted grades
- Have regular discussions with subject staff and tutor about your progress
- Make full use of school library facilities and information available on the VLE
- If appropriate, get extra tuition or attend revision classes to improve performance in a particular subject
- Extend your knowledge and qualifications through EPQ route.
- Setting good habits in terms of regular and punctual attendance, good behaviour, and appropriate dress code.

### **Be better informed over career pathways and prospects**

- Research career and higher education options e.g., library facilities/ open days
- Request interviews with careers advisors, tutor, HE co-ordinator
- Arrange work experience in your own or holiday time especially if you are thinking of a medically related career or law.

### **Make decisions about your future in whether in employment or Higher Education**

- Request an interview with the Connexions service
- Make an application to UCAS or employment
- Research options using career, Library, and UCAS resources

### **4.1 Planning your study time**

As a very approximate guide you should be studying between four and five hours per subject, per week outside of class time. Your teachers will help you to develop your independent study skills. You **MUST**

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learn to 'read around the subject,' carry out additional research and not just complete the set assignments. The students who do this obtain the best results.

To help you organise yourself plan ahead. Design a schedule or work plan that includes all your commitments relating to study, work and personal/social life for the next few months. You could use your school planner for this by adding the other commitments you have.

Other helpful points:

- do the most difficult work when your concentration is strongest
- take regular breaks
- be flexible – reflect on whether your study pattern is successful. For example, if you are getting less done in the evenings than you hoped, try something different, perhaps by studying in the early morning.
- take regular exercise – 'a healthy mind is a healthy body'

### 4.2 Motivation

To be successful in your studies you need to feel motivated and want to learn. Have you identified your goals relating to your studies? Your motivation is helped by having a clear view of:

- your short-term goals, such as getting to grips with a difficult concept, or completing an assignment
- your long-term goals, which might include your career development, passing a course, or obtaining a qualification.

### 4.3 Active Learning

Active learning keeps you involved; it helps to maintain your enthusiasm for your course, and you also gain confidence in your ability to cope with new challenges. Active learners rarely just read their course materials. They find every way they can to interact with what they are studying. You could try some of their strategies, such as:

- highlighting material useful for the next assignment
- working out the links between current material and previous sections to help build your knowledge and understanding
- re-reading previous material that relates to a difficult new topic
- collecting lists of items to compare, say where you need to get to grips with a set of similar equations, or comprehend a range of properties
- relating the course learning outcomes to each section you study
- drawing flow diagrams to show a process or a sequence of events
- making your own glossary of terms or timeline of dates
- continually asking yourself questions about the material you are studying
- taking notes that help make the topic meaningful to you
- creating card sorts and colour coded mind maps
- using post it notes for key terms
- display key information you need to know around your room

### 4.4 What makes a successful Sixth Form Student?

**Four Key Factors:**

- Attitude
- Organisation
- Time management
- Balance between academic work, leisure and part-time work.

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### Attitude

- You get out what you put in
- Enthusiasm for your subject and desire to learn without having to be pushed and supervised
- Intellectual curiosity or a desire to find out things and to solve problems using own initiative
- Positive attitude: put difficulties in perspective. The glass is half full!!

### Organisation

- Work regularly and steadily
- Keep work materials efficiently and effectively. Lesson notes etc kept in right order
- Make sure you have somewhere suitable where you can work at home
- Do not wait to be set work before you do some: reading, organising notes etc.

### Time Management

- Minimise stress by keeping a regular routine about when you work and for how long
- A minimum of 4-5 hours per 'AS/A' subject per week outside lessons
- Work regularly with short breaks
- Do not 'over-work'. This causes stress
- Do not leave things till the last minute. Plan work well ahead
- Plan fun things to look forward to.

### Balance between leisure, academic work and part-time work

- Very important to get this right
- You will enjoy leisure more if you have faced up to your academic **commitments**
- Too much part-time work affects academic performance: More than 9-10 hours a week is probably too much.

## 4.5 What does research tell us about effective learning?

### The Findings

- Important to get the 'big picture' first and understand how all the parts fit together
- Talking about what you need to learn helps understanding and retention
- Learning without understanding is not learning at all
- Real experiences stimulate learning
- Different people have different 'preferred learning styles' either using words, images, sounds or experiences
- There are different types of intelligence: mathematical/ logical, linguistic, intra- personal, visual/spatial, inter-personal, bodily/ physical, musical
- Teachers are only enablers.

### What does this mean in practice?

- Set clear objectives
- Take responsibility for your own learning
- Organise and plan to get the 'big picture'
- Different learning styles suit different people

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- Variety in learning methods is more effective
- Work and share ideas with others where you can.

### **Accelerated Learning' has taught us that:**

- Important to be in right state of mind and to be relaxed
- Absorb information in a variety of forms
- Use learning approaches that suit your type of intelligence
- Memorisation is crucial
- Test yourself to show whether you know or not
- Reflect on the effectiveness of your learning methods and adapt them.

### **It has been said that we remember:**

- 20% of what we read
- 30% of what we hear
- 40% of what we see
- 50% of what we say
- 60% of what we do
- 90% of what we see, hear, say and do.

## **4.6 Independent Study Skills**

A booklet detailing the independent study skills vital for success in higher education is available on the Sixth Form page on the school website.

Here is a summary:

### **Study Skills: Organisation**

#### **Why is good organisation important?**

- To make sure that you have everything to hand and the right environment in which to work effectively
- To maximise your academic performance
- To minimise the stress that results from bad organisation.

#### **Set up the right place to study**

- Somewhere you can concentrate to work undisturbed
- Where you can sit at a desk or table
- Where you have the space to spread out everything you need
- Space for computer
- Where you have access to what you need
- Good lighting
- Either warm or cool depending on the season.

#### **Have everything you need**

Pens, highlighters, calculator, other equipment you need for your subjects, notepaper, files, shelf-space for books and files, dictionary.

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### **Storage and Filing and Retrieval**

- Make sure you are able to keep notes and handouts in an organised way in folders so that work is kept in the correct order and can be accessed quickly
- This applies to material on computer too. Make sure you have an effective retrieval system with individual documents in a range of clearly marked folders.

### **Bookshops, Libraries and the Internet**

Familiarise yourself with local bookshops, the school/college library and the local library so that you know which will be the best sources of different kinds of books you will need.

Similarly, scan the Internet to draw up a list of sites to add to your 'Favourites' which you can access quickly when you need information.

Use 'Amazon' for getting hold of books quickly.

### **The People around you**

- Make sure that others understand that you need to concentrate and need to work undisturbed.
- Make sure they know when you are working/what your study plans are
- Make it clear when you are really under pressure, to get an essay written or revising for exams, for example
- On the other hand, be understanding of their needs.

### **Study Skills: Time Management - Why is it important?**

- Two problems: finding enough time and using it effectively
- Work more efficiently
- Maximise academic performance
- Avoid under-working or over-working
- Minimise stress
- Balanced life: academic work, part-time work, leisure
- Conserve your energy
- Make the most of your time.

### **Typical problems**

- How much time should I spend on academic work?
- What should I do first?
- How will I fit academic work round my other commitments?
- When is the best time to do my academic work?
- How do I get started?
- Why do I constantly put things off till the last minute?
- 'Procrastination is the thief of time'.

### **Do some analysis**

- How many hours are there when I am not at school or asleep!
- How much time am I spending on academic work?
- How much time am I spending on leisure with friends etc?
- If you do a part-time job how much time/travel time does it consume?
- Other time commitments?

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### Do a checklist for a week

- Academic work commitments
- Social commitments
- Times you will be doing your part-time job
- How much time you will need for each
- Prioritise list
- Cut out low priority things you haven't enough time for
- Which tasks can be done at same time
- Draw up a weekly planner or put your tasks into your diary
- Get into the habit of keeping a 'To Do' list.

### Critical Path Analysis

- Most tasks are made up of series of actions
- The order in which you do them makes a big difference to how successful you will be
- Some tasks cannot be started until others have been finished
- Critical Path Analysis will get you to think about the best order to do things
- An essay e.g., think about question, get books, take notes, identify key issues, essay plan, first draft, edit draft, type up etc.

### Time versus Task

- It is not just a question of how much time you spend but which tasks you manage to complete. You can easily fill your time with trivial tasks
- The aim should be to get designated tasks finished on time or as near as you can get.
- This will give security and a sense of achievement and minimise stress

### How to avoid getting distracted

- Break your daunting big tasks down into relatively short 'do-able' tasks e.g., read next two chapters, note article, do an essay plan, write first four paragraphs of essay tonight, review first draft of essay
- Plan a day's work in the light of these short tasks and the optimum order to do them
- Build in regular short breaks.

### Do it now!

- This is the first rule of good time management
- Keep an immediate record of tasks when set
- Do not put off tasks that you have decided to do
- If you do put things off you will increase pressure, create stress and this is not the best way to maximise your academic achievement.

### 4.7 Study Skills: Note taking - Why is note taking important?

- The ability to pick out the key points from a book, article, lecture or presentation is essential for effective study
- Without effective note taking skills you will not be able to see the wood for the trees
- This skill will be particularly important at university where you will have to study on a more independent basis.

### What will good notes enable you to do?

- Focus your attention

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- Help you to understand the original text better
- Help you to memorise things you need to learn
- Help you to research for an essay or piece of coursework
- Help you to see the 'big picture' or how the parts of your work fit together
- Give you a sense of having achieved something.

### **The First Stage**

- Where you can, highlight or underline key ideas in a text. A book may not be yours or you may not want to deface books of your own
- Be careful not to highlight too much. The point of good note-taking is to be selective and to focus on essentials
- Highlighting focuses your attention on the text, makes you think about key concepts and issues.

### **Note taking**

- Use your highlighting to make well set out notes
- Present them neatly and clearly
- Notes should be a simplified version of the original
- Use subheadings
- Highlight key concepts in your notes
- Number and/or bullet point your notes
- Add your own comments or observations where appropriate
- Quote directly where needed otherwise use your own words
- Present your notes in a way which suits you.

### **Types of Notes**

- Conventional notes with sub-headings and key points written out
- Spider diagrams
- Mind-maps which show the connections between ideas
- Visual representation of ideas
- Use large A3 sheets to show the big picture for a topic or file cards, depending on which suits you.

### **Revision Notes**

- When it comes to revision you cannot make a set of brief revision notes based on your full notes which focus on essential topics and sub-topics and the most important concepts you need to know
- Condensing your notes in this way is part of learning them
- This will help you create orderliness at a higher level of your thinking.

### **4.8 Revision for Exams- Ensure you have everything you need**

- Somewhere suitable to work that is comfortable, quiet and away from distractions
- Cards for making revision notes and flashcards
- A3 sheets to give you the 'Big Picture' and for mind maps
- Highlighter pens
- A folder in which to keep your revision materials
- 'Post-Its' to post up key words, definitions or vocabulary.

### **Revision Timetable**

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- Start well in advance and work out how much time you will need
- Fit around other essential activities that have to be included
- Plan free time for yourself to relax and have some fun
- During study leave or holidays perhaps work for two out of three 'sessions' a day, e.g., morning and evening
- Make sure you share time between subjects although some may take more
- Get up early.

### Be clear what you are aiming for

- Get hold of the specifications (syllabuses) for each subject and be clear what you have to cover and which topics need more detailed consideration
- Get hold of copies of the mark schemes so you know how marks are awarded.
- If possible read the examiners' reports in which they make clear what they are looking for and comment on past papers.

### Use a range of revision techniques

- Revision notes
- Flash cards
- Mind maps
- Cover and recall
- Review Cycle: keep going back to something you need to know to refresh your memory
- Revise with someone else and share ideas
- Get someone to test you
- Apply your knowledge by doing practice exam questions or making plans for answers.

### Make sure you test yourself

- One of the most common mistakes is to assume that you 'know' something and you find out when you get into the exam that you do not
- Test yourself or 'show you know' and go on testing to make sure it sticks, in other words, 'over learn'.

### Command words in Exam Questions - What are command words?

- Command or directive words are those words in exam questions such as: 'outline', 'identify' or 'assess' which tell you what you should do in your answer.
- Ignore them at your peril.

**Examples of command words:** Identify outline describe define relate examine summarise explain interpret explore discuss assess evaluate compare

### Why are command words important?

- Command words relate to the mark scheme which the marker has in front of them
- Ignore them and you will lose marks. For example 'outline and assess in a question' might have 50% of marks attached to each command word. Fail to do one of these and you lose half the marks
- Command words are a guide to planning an answer.

### Examples of questions

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- 'The arts are only entertainment. They are of no use to society. Discuss this view with reference to more than one art form.'
- 'Our species increases at the expense of others. Discuss how this can lead to the decline and extinction of others. To what extent can modern technology be used to enhance survival?'
- 'What are the strengths and weaknesses of Source B?'

### Be especially careful about

- Misreading a word
- Failing to notice command words which exclude some things from your answer, e.g., 'apart from the examples in the question'
- Missing a command word directing you to use a skill central to the mark scheme such as 'evaluate'
- Failing to see when question directs you to a sub-topic or issue e.g., '...with particular reference to groups like the police'.

### Memorisation for Exams and Assessments - Why is it important?

- It is crucial part of effective revision for exams and assessments in order to achieve high quality, precision answers to questions
- But it is something many students, even those who work hard, either forget to do or carry out ineffectively.

### Types of Memory

- Short Term Memory: Has a limited capacity and can only hold a few (7) items at a time for a short time (20 seconds). Little use for revision.
- Long Term Memory: Holds vast quantities of information stored for long periods: personal memories, knowledge and beliefs, future plans and knowledge about skills and expertise that we have: academic knowledge needs to be in here too.

### Three Key Points

- You are much more likely to hold things in your long term memory if you learnt it well in the first place
- Information can be stored in a number of ways: semantically (words), visually, even in the form of sounds
- Having the intention to memorise will improve the quality of learning.

### Why do we forget?

- Time: not using or reflecting on knowledge
- Interference: New information takes the place of old, e.g. the phone number of your new house OR where an old memory trace disrupts new information, e.g. you dial your old number by mistake OR where you are learning something that is very similar to something else e.g. verbs in languages.

### What does all this mean in practice?

- Use a variety of memorisation techniques and ways of recording and recalling information
- Review what has to be remembered regularly
- Make use of the knowledge. Do not learn it without applying it
- Make sure you are relaxed.

### Take regular breaks

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- You will keep recall high if you have lots of beginnings and ends to your learning
- Most people cannot really concentrate for more than 20 minutes at time
- Each break needs be relatively short perhaps only two or three minutes

### Get the Big Picture

- Make sure that you know how all the elements of what you have to learn fit together before you get down to detailed learning
- Make brief revision notes of key topics or 'names' you have to remember
- Memorise these first and focus on the detail afterwards.

### Cover and Recall

- This is the only way to check that you have memorised effectively
- Study notes or data to be learnt carefully
- Set them aside and recreate them from memory or in the form of a spider diagram or mind map
- Repeat the process until you get it right and then again, several times
- Use flash cards for key definitions, theories or vocabulary that won't stick, for example
- You can often use 'dead time' on journeys say, to do this.

### Get it in your long term memory: Over learning

- You should not stop covering and recalling the first time you get it right
- Repeat the process several times to ensure that it is fixed in your long term memory - over learn it
- For example, the skill of riding a bike is never forgotten because it is used repeatedly once it has been acquired.

### Get it in your long term memory: the Review Cycle

- (1) Learn the material
- (2) Look at it again after an hour
- (3) Review it a day later
- (4) Review it again after a week
- (5) Review again after a month
- (6) Review again at 6 months

### 4.9 What are the Examiners looking for?

- Exams have become much more precise about the way in which marks are awarded
- You need to be very clear about what is in the examiner's mind and about how you should approach a particular question
- Particularly at AS you get relatively little question choice in many subjects, so getting it right and covering everything is particularly important.

### You will need

- The specification (syllabus) for each subject
- Past exam papers
- Copies of Mark Schemes
- Examiner's report on each subject
- Model answers provided by the exam board or in commercial publications

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- Depending on the exam board some of this material should be on the net.

### The specification

- Should be on exam board web-site
- Use it to check that you have covered everything
- Use it to see which topics or sub-topics require more in-depth knowledge
- Use it to remind you of areas that you have neglected and which need attention
- Use it to be clear which skills are being tested in the exam and in which parts of it.

### The mark scheme

- This will show how the marks are awarded
- Give you a clue as to how much you should write on each question
- Remind you of parts of the specification you may have forgotten to cover or may not have covered very well
- Make it clear on which questions particular skills are being tested.

### Examiner's Report

- After each exam the Chief Examiner has to write a report on how students performed
- This is a very useful source of hints about their thinking and the way papers are marked
- It will also give an idea of what they are looking for on particular questions and point out common errors that students made in previous exams.

### In the Exam

- Read the instructions carefully
- Make sure that you follow the 'command' words such as 'discuss' or 'identify' which tell you what to do in your answer
- Make sure that you include all the skills that are being tested in the relevant places in your answers
- Make sure you plan your time so that you finish all questions.

### 4.10 So you've got 'nothing to do'?

'A' level students often say they have nothing to do because they have done all of the work set. There is always something to do when you are studying for 'A' levels! Extra reading and research can really make the difference between grades so do some extra work. The list of tasks below is just a starting point. Remember these are your qualifications – only you will sit the exams and complete the course work and you will open the results in August – **you must make sure you take responsibility for your own learning to ensure you do the very best you can.**

- Ensure you have a copy of the specification at the front of your folder so you can check off what you have learned, what's been covered in lessons, where you are going next and whether there are any gaps in your understanding
- Use your textbook and ensure you read the chapters relevant to what is being covered in class
- Read the chapters before and after the topic being covered or anything cross-referenced in the text. This is known as reading 'around' the subject and will improve your understanding of the issues as well as putting your understanding into context
- Use the library to find other textbooks and read alternative points of view or different authors' perspectives on the same topic

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- Read the newspapers and find articles and current affairs issues relating to the topics covered on the courses
- Use the internet to find extra detail or up to date research and information. Use this with caution – remember you cannot always be sure of your sources. Never copy and paste and consider the job done. You need to read and understand it all
- Organise your notes making sure they are in order (date and reference everything) and complete. Copy up any work missed and make sure you catch upon homework tasks
- Re-read class notes and add detail to ensure full understanding
- Use revision techniques such as mind mapping, making visual notes, planning exam answers, etc., as you go through the course to improve understanding
- Create a glossary of key subject specific terms. Keep this at the front of your folder and update this regularly
- When you get an exam or practice answer back, read the comments and the marking from your teacher. Act upon the advice – try re-writing the answer straight away while the information is still fresh in your mind
- Get hold of past exam papers and practise, practise, practise. You don't have to write complete answers. Plans of exam answers can be valuable as can mind maps of the detail needed for such answers.

### **4.11 What is Stress?**

- A lack of fit between the perceived demands of the environment and the perceived ability to cope with those demands
- For example, some people overestimate the demands of exams and underestimate their ability to succeed. Consequently, they suffer stress and anxiety.

#### **What causes stress?**

- Physical environment: noise, heat, amount of personal space
- Too much work to do or badly planned and organised work
- Not meeting deadlines
- Perceived lack of control

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### 5.1 Key Staff

|               |  |
|---------------|--|
| Mr J Skyme    | Head of Sixth Form<br><a href="mailto:jskyme@royallatin.org">jskyme@royallatin.org</a>                                   |
| Mr Leyland    | Head of Year 12<br><a href="mailto:sleyland@royallatin.org">sleyland@royallatin.org</a>                                  |
| Mrs Wilkins   | KS5 Teaching Assistant<br><a href="mailto:ewilkins@royallatin.org">ewilkins@royallatin.org</a>                           |
| Mrs Street    | KS5 Teaching Assistant<br><a href="mailto:jstreet@royallatin.org">jstreet@royallatin.org</a>                             |
| Mrs J Baldock | Deputy Head / Designated Child Protection Person<br><a href="mailto:jbaldock@royallatin.org">jbaldock@royallatin.org</a> |

ALL STAFF CAN BE CONTACTED THROUGH THE SCHOOL WEBSITE / VLE

### 5.2 The Student Leadership Team

|                 |   |
|-----------------|---|
| Hannah Hencken  | Head Girl<br><a href="mailto:hhen11b@royallatin.org">hhen11b@royallatin.org</a>         |
| Josh Abass      | Head Boy<br><a href="mailto:jaba11b@royallatin.org">jaba11b@royallatin.org</a>          |
| Ingrid Christie | Deputy Head Girl<br><a href="mailto:ichr11v@royallatin.org">ichr11v@royallatin.org</a>  |
| Kieran Craig    | Deputy Head Boy<br><a href="mailto:kcra11r3@royallatin.org">kcra11r3@royallatin.org</a> |

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### FIRE PREVENTION

Most fires can be prevented. Common causes of fire and how to prevent them include:-

| Cause:   | Prevention:  |
|--|--|
| Faulty electrical wiring, damaged plugs and sockets, faulty electrical equipment               | <ul style="list-style-type: none"> <li>• Permanent electrical installations are regularly checked under contract.</li> <li>• Regular checking and inspection of portable electrical equipment is required.</li> </ul>  |
| Overloaded electrical supply   | <ul style="list-style-type: none"> <li>• The total loading on each single three pin socket must not exceed it's recommended maximum.</li> <li>• In most cases this will be a maximum of 13 amps</li> <li>• Limit use of extension leads and multi sockets</li> <li>• Four way extension blocks may be used for computer set ups provided the overall loading does not exceed 13 amps</li> <li>• Install extra sockets if required</li> </ul> |
| Electrical equipment left switched on when not in use (unless designed to be left switched on) | <ul style="list-style-type: none"> <li>• Identify equipment which can and cannot be switched off and unplug when not in use or at night</li> <li>• Clearly allocate responsibility within your department for unplugging equipment</li> </ul>  |
| Smoking. Careless disposal of materials  | <ul style="list-style-type: none"> <li>• Ensure that the school's 'No Smoking' Policy is enforced</li> </ul>   |
| Accumulation of rubbish, paper and other combustible materials which can catch fire easily     | <ul style="list-style-type: none"> <li>• Remove rubbish daily</li> <li>• Remove unwanted furniture or stock regularly</li> <li>• Do not store items on fire escape routes even temporarily</li> <li>• Do not store items in boiler rooms</li> </ul>  |
| Careless use of portable heaters   | <ul style="list-style-type: none"> <li>• Portable heaters should only be used in approved areas</li> <li>• Staff must be made aware of the risks involved</li> <li>• Regularly check electrical heaters; do not use heaters with open element.</li> <li>• Do not overload sockets</li> <li>• Position heaters away from furniture and pedestrian routes</li> <li>• Switch off after use, do not leave unattended</li> </ul>                  |
| Excess or careless storage of flammable substances   | <ul style="list-style-type: none"> <li>• Keep only minimum quantities of flammable substances</li> <li>• Keep away from heat sources</li> <li>• Store in metal cupboard when not in use</li> <li>• Larger quantities will require special storage</li> <li>• Closed containers must be kept properly closed</li> </ul>   |
| Obstructing the ventilation of heaters, machinery, electrical appliances                       | <ul style="list-style-type: none"> <li>• Never cover up ventilation grilles with clothing, paper or other items (including grills on a computer)</li> </ul>  |
| Poorly maintained equipment  | <ul style="list-style-type: none"> <li>• All equipment, machinery and plant must be regularly inspected and maintained in accordance with manufacturers' instructions.</li> </ul>  |
| Cooking and other activities involving heat sources  | <ul style="list-style-type: none"> <li>• Ensure all staff are adequately trained</li> <li>• Equipment is suitable for job</li> <li>• Safe working procedures exist for controlling fire risk</li> <li>• Ensure trainees are suitable supervised</li> </ul>   |

## **RLS Sixth Form Student Handbook 2017 - 2018**

### **FIRE ASSEMBLY POINT**

All pupils and staff assemble for registration on the school coach park.

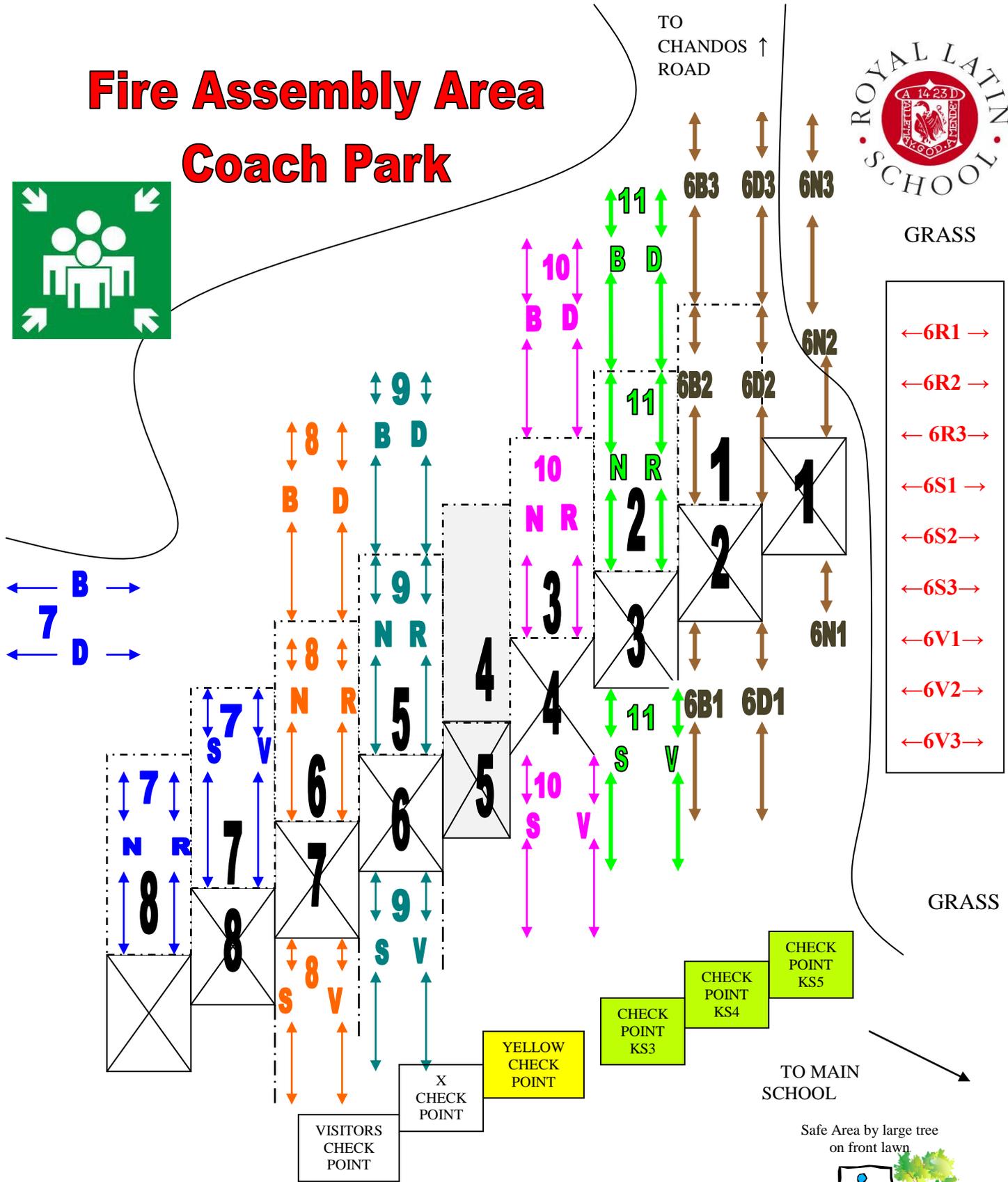
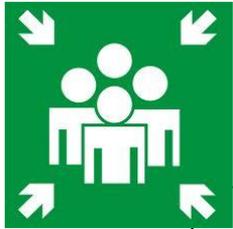
Pupils to assemble in forms, as directed by teaching staff.

Other students with disabilities must meet at the safe area by the large tree on front lawn

### **WHEN THE FIRE BELL RINGS**

1. If possible, close windows.
2. Leave the building at once.
3. Leave your belongings behind.
4. Proceed to assembly point in an orderly manner. Do not overtake.
5. Close doors behind you as you proceed to the assembly point.
6. Line up in alphabetical order.
7. Report class present/absentees to tutor or person checking your tutor group.
8. When moving to assembly point do not obstruct access for fire vehicles.
9. Maintain silence and listen for instructions from tutor or member of teaching staff.

# Fire Assembly Area Coach Park



**FORM TUTOR:**  
 1. Tick present names off Tutor List.  
 Please check absent student names are either on:  
 a) Pupil Absence Form    b) Signing In/Out Register  
 b) Sickness Register      d) Late Register  
**REPORT ATTENDANCE TO CHECKPOINT.**



## Community Service Attendance Record

When you undertake your community service activity, please get an appropriate member of staff to fill out the grid below to confirm you have fulfilled your obligation.

At the end of the each half term please return this to Mrs Wilkins so that a copy can be placed on your student file. You should also keep a copy for your records.

Student Name: \_\_\_\_\_ Form: \_\_\_\_\_

| Date | Comments | Signature |
|------|----------|-----------|
|      |          |           |
|      |          |           |
|      |          |           |
|      |          |           |
|      |          |           |
|      |          |           |
|      |          |           |

I confirm that the above named student has completed the Community Service detailed above.

Staff signature:

Role:



# Open Day Permission Slip

Students are allowed a maximum of 3 open Day Visits

Name of Student: \_\_\_\_\_ Form: \_\_\_\_\_

Date of proposed visit: \_\_\_\_\_

Circle that which applies:                      This is my 1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> Open Day Visit

Signature of Parent/Guardian giving permission: \_\_\_\_\_

Signature of Form Tutor giving permission: \_\_\_\_\_

Date: \_\_\_\_\_