



**WELCOME HANDBOOK**  
**FOR STUDENTS AND PARENTS**

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## Welcome to Watling Sixth Form

It is with great excitement that I welcome you to the opening chapter of our brand-new Sixth Form, launching in September 2025. This is a momentous milestone in the life of our academy, and I am honoured and privileged to be leading this next stage of our journey.

Our Sixth Form is built on the strong foundations of our school's values: respect, responsibility and kindness. These are not just words we say, they are the guiding principles by which we live. As we open our doors to the very first cohort of students, you are stepping into a unique and exciting position. You will not only experience our vision firsthand, but you will also help shape and define the culture and character of our Sixth Form for years to come.

Together, we will build a vibrant, inclusive and aspirational community, one where leadership and independence are at the heart of everything we do. Here, you will be encouraged to become an expert in your chosen subjects, developing a genuine love of learning that will inspire you long into the future. You'll grow as an individual, building confidence and independence, while taking responsibility for your own learning and progress. You'll have access to enrichment and extracurricular opportunities that will support your personal development and receive the advice and guidance you need to make informed decisions about your future. Above all, you will be inspired to lead – both within our Sixth Form and across the wider school community.

Our vision is clear: to equip every young person with the skills, knowledge and confidence they need to thrive beyond the school gates. Through high-quality teaching, exceptional support, and meaningful enrichment opportunities, we are committed to preparing you for the next steps in your educational journey and helping you take the first strides towards achieving your career ambitions.

You are not just joining a Sixth Form, you are becoming part of something new, something forward-thinking, and something built on shared values and high aspirations. I look forward to working alongside each of you as we establish a Sixth Form community of which we can all be proud.

Welcome, and let's begin this exciting journey together.

**Mrs Harris**

Deputy Headteacher – Post 16 and Vocational Education

## Watling Sixth Form – Our Mission

At Watling Academy, our Sixth Form is more than just the next step in your education. It's a place where you'll grow, explore your passions, and prepare for a successful future. Our mission is to provide every student with a purposeful and inspiring experience that builds on your achievements at GCSE and supports you in becoming confident, independent, and ambitious young adults.

We are committed to creating an environment that:

- Offers students a clear pathway from GCSE options.
- Enables students to become experts in their chosen subjects, developing a love of learning that will inspire them into adulthood.
- Develops students as individuals, increasing their independence and confidence.
- Encourages students to take responsibility for their learning and progress, becoming effective life-long learners.
- Provides opportunities for extracurricular activities and personal development.
- Prepares students for their next steps, giving advice, guidance and opportunities to make the right choices for them.
- Inspires students to become leaders in our wider school community.
- Reflects our school values of respect, responsibility and kindness.

Together, we'll help you shape your future and enjoy the journey along the way.



## Watling Sixth Form – Our Expectations

As a member of the Watling Academy Sixth Form, it is vital that you strive to achieve your full potential. You have an important role to play in the wider community, both by setting an example to our younger students and by taking on responsibilities within the wider academy community. Students are expected to take **responsibility** for their own learning, show **respect** to staff and fellow students by working alongside them and being committed to your learning, as well as demonstrating **kindness** at every opportunity. It is important that students abide by the following terms:

- **Attend all lessons**, including independent study sessions.
- **Be punctual** to registration and all lessons, including those online.
- **Be fully prepared and equipped** for all lessons and take individual responsibility to catch up on any missed work through absence or illness by proactively contacting/visiting your subject teachers.
- **Complete work** by the deadlines that are set.
- **Be prepared and plan** how you will use independent study time to good effect.
- **Complete at least 5 hours of work per subject per week** outside of the timetabled lessons.
- **Work quietly** and do not disturb others when in the Sixth Form building.
- **Correctly use computer facilities** and adhere to our expectations during your online lessons. Misuse of computers leads to the loss of access rights.
- **Look after and respect all student areas**, including those given specifically to Sixth Form.
- **Abide strictly to the published dress code**, which includes wearing the Sixth Form lanyard and ID cards at all times when on school site.
- **Use the inventory system** to sign in and out of the academy.
- **Be engaged in study** for approximately 35-40 hours per week.
- **Take on the responsibility of being senior members of the academy** community by demonstrating the values of respect, responsibility and kindness at all times, as well as developing your leadership skills within a particular area.
- By demonstrating **exemplary conduct** and **being a role model** to our younger students.

The Watling Academy Home-Academy Agreement supports the Sixth Form Welcome Handbook and has been designed to ensure the vision and mission of the Sixth Form is met and that parents, students and staff are in agreement when working together in the spirit of trust and co-operation. Please see Appendix 1.

Where students do not meet these expectations, subject teachers and the Head of School – Post 16 will use the below stepped responses to work with the student and their parents/carers to reflect on their behaviours and put the necessary sanctions and support in place for them. The Watling Academy Attendance Policy will also be used to further support with necessary action. Staff will continue to issue behaviour and praise points as part of the whole school behaviour system.

CONCERN	ACTION	KEY MEMBER OF STAFF
<ul style="list-style-type: none"> <li>- Small number of homework/coursework late or not completed</li> <li>- Low level disruption in class, Sixth Form building or library</li> <li>- Truancy from lessons</li> <li>- Poor attendance</li> <li>- Students accruing behaviour points</li> </ul>	Departmental action Discussion with student Parents are informed Mentor is informed	Subject teacher, Head of Department, Mentor
<ul style="list-style-type: none"> <li>- Continued or larger number of homework/coursework not completed</li> <li>- Continued low level disruption in class, Sixth Form building or library</li> <li>- Continued truancy or attendance issues</li> <li>- Students accruing multiple behaviour points and W3s.</li> </ul>	Meeting with Mentor and/or subject teacher and parent/carer Class targets and action plan agreed Review date agreed	Mentor, subject teacher, Head of Department
<ul style="list-style-type: none"> <li>- Continuation of the above</li> </ul>	Meeting with Head of School – Post 16 and parent Discussion of whether Sixth Form is the correct environment for the student Verbal/written warning	Head of School – Post 16
<ul style="list-style-type: none"> <li>- Failure to meet terms of the contract</li> </ul>	Meeting with Head of School – Post 16 and parent: Final written warning issued Discussion with parents of options other than Watling Sixth Form Consideration of permanent exclusion Headteacher is made aware	Head of School – Post 16 Headteacher
<p><b>On rare occasions, students may be involved in serious incidents which will bypass these steps and lead to immediate interventions by the Head of School – Post 16. These incidents will be dealt with in the same way as in the main school, with fixed-term or permanent exclusion being possible actions.</b></p>		

## Watling Sixth Form – Our Equipment Requirements

Being prepared from day one of your studies is crucial. During Induction Day, you will have received a reading list and a summer task from each of your chosen subjects. Please make sure that you have read the compulsory reading and that you bring your completed summer task to your first lesson. This task will feed directly into your first unit of work. If you were unable to attend the Induction Day, please visit our website to access the reading lists and summer tasks. Below are important pieces of equipment for you to purchase in readiness for your learning:

- Pens, pencils, highlighters, ruler, rubber
- A4 Paper / Pad
- Specialist subject equipment, e.g. calculator
- A4 Ring binder Folders – one for each of your subjects – SEE BELOW
- Dividers
- Planner
- Plastic wallets
- Revision cards
- A bag to put it all in
- A device for your online lesson – SEE PAGE 18

### Folder Check Weeks

Each of your subject teachers will provide you with a checklist of what they expect to be in your folder. This checklist will be stuck in the front of your folder. You are responsible for writing up your lesson materials and transferring your notes, homework tasks and assessments into your folders. There will be regular “Folder Check Weeks” throughout the academic year, where you will be required to bring your folders into school for them to be reviewed and assessed. You must take ownership of your folders and ensure that they are kept up-to-date and accessible. For any work completed online, for example, on a OneNote, will also need to adhere to our PROUD presentation. See Appendix 5.



## Watling Sixth Form – Our Attendance Requirements

Regular attendance is crucial for academic success and personal development. At Watling Academy, we expect all Sixth Form students to attend their in-person timetabled sessions and participate actively in online sessions every day that the academy is open. Watling Academy is committed to supporting students in maintaining excellent attendance. We would like all Sixth Form students to aim for an attendance record of 100%, as persistent or intermittent absences has an adverse effect on academic progress.

Where students do not have a timetabled session, they are not required to stay on site but must ensure that they maintain good punctuality and attendance to sessions.

**PLEASE NOTE: This is subject to a successful first progress check in the Autumn term. Should there be any concerns around progress, attitude to learning, punctuality or attendance, students will not have permission to leave site between the hours of 8:40am and 3:15pm.**

This guidance outlines the expectations and procedures related to attendance, aiming to support students in achieving their full potential.

### Attendance Expectations:

- In-Person Sessions: Students must be on site and attend all timetabled lessons, tutorials, and scheduled activities.
- Online Sessions: Students must be present and actively participate in all scheduled online sessions, adhering to the same standards as in-person classes.

### Students leaving the Academy during the school day:

- Students must ensure that they arrive at the academy in good time for the start of face-to-face sessions.
- Students can leave the academy site during the school day, if they do not have an arranged face-to-face session.
- Students who are not on site will not be under the supervision of Watling Academy.
- Students must sign in when they arrive at the academy using their ID card.
- Students must maintain the high expectations of behaviour both within and outside the academy. Poor conduct may result in permission to leave the site during the day being removed.

- Where students are not maintaining good attendance and/or punctuality, permission to leave the site during the day may be removed.

**Punctuality:**

- Students must arrive on time for all sessions. Late arrivals disrupt the learning environment and may be recorded as an absence if significantly late.
- Persistent lateness will be addressed by the form tutor and may involve a meeting with parents or guardians.

**Recording Attendance:**

- Attendance will be recorded at the beginning of each timetabled session by the class teacher.
- For online sessions, students are required to log in on time, and attendance will be taken by the session leader.

**Reporting Absences:**

Reporting of absence from school must follow the whole-school attendance policy. Absences must be reported by a parent/carer and not by the students themselves.

Absences during term time should be avoided and term time holidays will not be approved.

**Monitoring Attendance:**

- Attendance will be monitored regularly by Sixth Form Mentors and the Sixth Form leadership team.
- Patterns of absence or persistent lateness will be identified, and appropriate support or interventions will be provided.

**Support for Attendance Issues:**

- Students facing difficulties that affect their attendance should discuss these with their Sixth Form Mentor or Deputy Headteacher – Post 16. Support and guidance will be offered to address any issues.
- In cases of regular poor attendance and/or punctuality, a meeting with parents or carers will be arranged to develop an Attendance Improvement Plan.

**Consequences for Poor Attendance:**

- Persistent poor attendance may result in sanctions and/or loss of privileges.
- Continued non-compliance with attendance expectations may impact the student’s ability to progress to the next academic year or complete their qualifications.

**Watling Sixth Form – Our Timings of the School Day**

<b>8:00</b>	Sixth Form Block open to students
<b>8:35</b>	Staff and students on site
<b>8:40</b>	Mentor session/Assembly
<b>9:10</b>	Period 1
<b>10:10</b>	Break
<b>10:35</b>	Period 2
<b>11:35</b>	Period 3
<b>12:35</b>	Lunch
<b>13:15</b>	Period 4
<b>14:15</b>	Period 5
<b>15:15</b>	End of day
<b>15:15</b>	Twilight lessons and clubs begin
<b>16:15</b>	Twilight lessons and clubs end
<b>16:15</b>	School closed to students

## Watling Sixth Form – Our Dress Code

Sixth Form students will not be required to wear a Watling Academy uniform. The dress code at Watling Academy is ***Smart Casual***, reflecting the requirements of the modern workplace.

Our dress code promotes a productive and respectful learning environment while allowing students the opportunity make appropriate choices about what they wear to school. This guide outlines the expectations for attire to ensure students maintain a professional appearance appropriate for an educational setting.

### **Sixth Form Dress code General Guidelines:**

- Students should wear ***Smart Casual*** clothing, which would reasonably be considered appropriate for a workplace. Students are not required to wear a suit.
- All clothing should be clean, well-maintained, and free from rips, tears, or excessive wear.
- Clothing should be an appropriate fit and length.
- Students are expected to maintain a high standard of personal grooming. Hair should be neat, tidy and a natural colour. Any facial hair should be kept tidy.
- Jewellery should not be excessive and must be safe and appropriate for a workplace.
- Footwear should be appropriate for assigned activities. Sandals and open toe shoes must not be worn.
- Coats, jackets, and other outerwear should be removed during lessons and stored appropriately.
- Lanyards, including the photograph ID must be worn around the neck at all times when on site.

### **Guidance for PE and Practical Lessons:**

- Students may wear appropriate sportswear or practical attire for physical education or specific practical lessons as directed by their teachers.

### **Religious and Cultural Dress:**

- Students can wear religious or cultural attire. These should align with the general principles of the dress code and be clean and presentable.

The smart casual dress code at Watling Academy aims to strike a balance between comfort, personal choice, and a respectful, professional appearance.

Students must follow these guidelines and contribute to a positive and conducive learning environment.

Mentors and teaching staff will monitor adherence to the dress code. Students not meeting the dress code standards will be advised and may be required to change into appropriate attire. Repeated non-compliance may result in a meeting with parents or guardians to discuss further actions.

## **Use of Mobile Phones and Smart Devices:**

- Students must not use mobile phones at the academy when moving around the site and between lessons.
- During all lessons, mobile phones must be switched off or set to silent and kept out of sight.
- In the Sixth Form study area and café, students may use their mobile phones and smart devices responsibly, ensuring that their use does not disrupt others.
- Students are only allowed to wear and use headphones in the Sixth Form study area and café.
- Mobile phones and smart devices are strictly prohibited during examinations and assessments.
- Taking photos, videos, or recordings is not permitted at any time on the academy site. Cyberbullying or misuse of mobile technology will not be tolerated and will result in disciplinary action.

Monitoring: Staff will monitor compliance with the mobile phone guidelines.

Breaches of the mobile phone and smart device guidance will result in confiscation of the device for the remainder of the school day and may lead to further sanctions for repeated offenses.

## Watling Sixth Form – Our Environment

As a community, we wish to have a suitable learning environment for study and expect all our students to work together to achieve this. We are in the very fortunate position to have a modern, purpose built Sixth Form building with excellent facilities, which provides a pleasant working environment, and as such, students are expected to respect this area, so that it provides a place for purposeful study. Our silent study room must remain silent.

Our café area will be open from 8am and will remain open until 2:30pm daily. Below is an example of the menu available, which is subject to change, but offers some information on the range of food Sixth Form students can purchase:

- Toasties
- Ciabatta
- Chicken Wraps
- Falafel Bagel
- Quorn Bagel
- Salads
- Sushi
- Rice dishes
- Cold Pasta Pots
- Fruit and Yoghurt Pots
- Chicken Wings
- Potato Wedges
- Sausage Rolls
- Pizza slices
- Cake selection



A selection of hot and cold drinks are also available. As part of our ongoing pledge to improve sustainability and reduce our environmental impact, we will not be selling canned drinks in the Sixth Form café. This decision supports our efforts to minimise single-use packaging and promote more eco-friendly alternatives.

We encourage students to bring reusable bottles and make use of the water refill stations available on site.

Watling Sixth Form operates a biometric cashless system in the café. Students can put money onto their account or parents can use ParentPay which can be accessed through the academy website.

## Watling Sixth Form – Our Curriculum

At Watling Academy, we believe that all students should have access to a balanced and ambitious curriculum across a broad range of subjects. Our curriculum is designed to provide students with breadth and depth of knowledge, drawing on the best that has been thought, said and done, and to challenge students to think critically about the world around them. Our curriculum supports students in developing key skills, habits and dispositions to be successful independent learners, to enable them to access a full curriculum and to make continued progress in their learning.

As Sixth Formers, we know that it is important that students become experts in their chosen subjects and are given the opportunities to go beyond learning that takes place in the classroom. We provide time with teachers and for independent study throughout the week to learn, revise and apply key content from their curriculum. Time each week is also allocated to preparing students for their next steps, including a bespoke personal development programme and enrichment opportunities.

Alongside subject specific content, our curriculum capitalises on opportunities to develop our students understanding of three specific areas. We believe these are important for students at Watling Academy to explore within their learning, to help them to reflect on their role within the local community and to develop the relevant skills to contribute and play their part in tackling the environmental challenges facing our local and global community.

**Milton Keynes:** Students at Watling Academy will gain a deep understanding of the past, present and future development of Milton Keynes. This will support students in their understanding of issues affecting our city and their ability to play an informed role in working to solve them.

**STEM:** A focus on developing STEM related skills across the curriculum will enable students to take full advantage of opportunities within this growing employment sector in Milton Keynes.

**Environmental Sustainability:** Students at Watling Academy will develop a deep understanding of the environmental challenges facing our local and global community. This will equip students with the knowledge and skills to make informed and confident contributions to tackling these environmental issues.

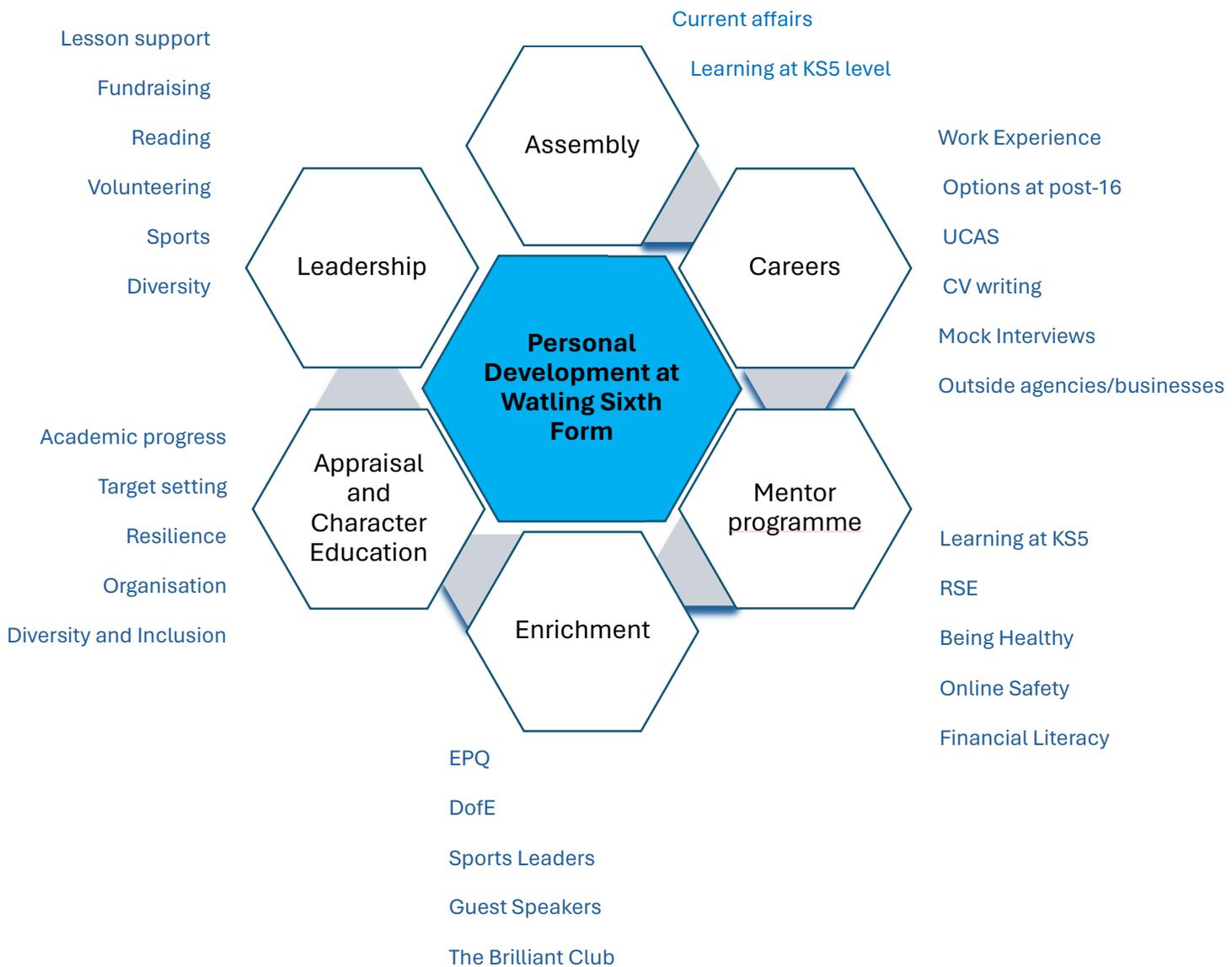
Our curriculum encourages all students to develop the Watling values of respect, responsibility and kindness.

The majority of students will study three subjects at A Level or a combination of A Levels and Level 3 courses. The various teaching programmes, including the Personal Development and Enrichment curriculum cover 540+ planned learning hours over the course of the academic year.

## Watling Sixth Form – Our Enrichment and Personal Development Programme

Personal Development and Enrichment activities are a vital part of the Sixth Form experience at Watling Academy. They provide students with opportunities to broaden their horizons, develop new skills, and enhance their personal and academic growth. All students will select and be allocated an Enrichment activity to complete over their time in the Sixth Form, including one time-tabled session each week.

The diagram below outlines some examples of enrichment programmes for students:



## Watling Sixth Form – Our Mentors

The Watling Academy Sixth Form Mentoring programme is designed to support the personal and professional development of Year 12 and 13 students, equipping them with essential life skills, career guidance, and workplace preparation. Integrating the VESPA model (Vision, Effort, Systems, Practice, Attitude) and aligns with the Gatsby Benchmarks to ensure comprehensive career education. The programme also focuses on local opportunities and examples from Milton Keynes to make learning relevant and actionable. The sessions, delivered twice a week for 30 minutes by Sixth Form Mentors and through assemblies, ensure that students are well-prepared for adult life.

The Sixth Form Mentor at Watling Academy is a teacher with the skills and experience to guide Year 12 and 13 students through their Sixth Form journey. This role builds upon the foundational support provided by Tutors in Years 7-11, focusing on academic achievement, personal development, and preparation for future destinations. The Sixth Form Mentor will provide support for individual students, helping them navigate their Sixth Form journey and prepare them for a successful transition to their next destination, whether it be higher education, apprenticeships, or the workforce.

- Mentors will be allocated to groups of students who have skills and interests in a similar area.
- A student's programme of study will be considered.
- Students will see their Mentor in Tutorial sessions, assemblies and in individual Mentoring sessions, which may be a combination of online and face-to-face meetings.
- The Mentor will create sessions which are designed to support the development of the mentor group. This may include opportunities for trips, visits and guest speakers. They will also help to set specific targets for the student appraisal process. Please see Appendix 2.

### Key Responsibilities for the Sixth Form Mentor:

#### *Academic Support:*

- Provide tailored academic advice and support to help students achieve their full potential.
- Regularly review students' academic performance, identifying areas of concern, and implementing strategies for improvement.
- Assist students in developing effective study habits, time management skills, and exam preparation techniques.
- Coordinate with subject teachers to provide additional support or intervention when necessary.

### *Personal Development:*

- Encourage and support students in developing personal skills, such as resilience, communication, and problem-solving.
- Provide a supportive environment for discussing personal issues, offering guidance, and referring students to appropriate resources when needed.
- Act as a positive role model, offering advice and sharing experiences to inspire and motivate students.

### *Future Planning and Onward Destinations:*

- Assist students in exploring career options, understanding labour market trends, and making informed decisions about their future.
- Provide support with applications, including personal statements where required, references, and interview preparation.
- Inform students about apprenticeship opportunities and alternative pathways.
- Help students to ensure that they have secured relevant work experience placements and reflect on these experiences to enhance their career readiness.
- Monitor and document students' progression plans, ensuring each student has a clear and achievable onward destination.

### *Pastoral Care:*

- Develop strong, trusting relationships with students, creating a safe and supportive mentoring environment.
- Assist students in resolving conflicts, whether academic or personal, by facilitating discussions and offering constructive solutions.
- Communicate regularly with parents or guardians, updating them on their child's progress and addressing any concerns.



## **Watling Sixth Form – Our Careers Education and Guidance**

The Sixth Form careers provision at Watling Academy aims to equip students with the knowledge, skills, and experiences necessary to make informed decisions about their future career paths. The programme includes guidance on higher education, vocational training, employment opportunities, and personal development to ensure students are prepared for their next steps after leaving school.

**Our Sixth Form is aimed at developing the skills and knowledge that students need to be successful in modern employment. We will do this by:**

- Designing our Mentoring programme to develop the skills and qualities that are sought by employers.
- Incorporating requirements to complete work at home.
- Providing independent online learning units.
- Creating partnerships with local employers.
- Using and sharing our knowledge about specific skills shortages in Milton Keynes.

### **Careers Guidance:**

- Personalised Plans developed within Sixth Form Mentoring.
- Unifrog account for all students.
- A dedicated careers section in the school library with books, guides, and prospectuses on careers, universities, and vocational training.
- Career Advisors in school.
- Monthly bulletins with information on upcoming career events, new opportunities, and relevant news.

### **Career Workshops and Seminars:**

- Industry professionals, alumni, and representatives from various career fields share insights and experiences through a guest speaker programme.
- Interactive Activities: Role-playing, mock interviews, and group discussions to build practical skills.
- We will invite previous students back Alumni invited to share their career experiences to current students.



## Watling Sixth Form – Our Approach to Student Leadership

At Watling Academy, we believe that every student has the potential to lead in their own unique way. That's why every new Year 12 student will take on a **Leadership Role** as part of their Sixth Form journey.

During Induction Day, you reflected on your strengths and identified areas where you'd like to grow as a leader. Based on this, you will select a leadership focus that aligns with your interests and aspirations. This could include roles such as:

- **Reading Leader** – supporting literacy in KS3 English lessons
- **SEND Support Leader** – working 1:1 with students who benefit from additional support
- **Subject Ambassador** – promoting your chosen subject to younger students
- **Wellbeing Champion** – supporting mental health and wellbeing initiatives
- **Community Leader** – organising charity events or volunteering projects
- **Digital Leader** – helping with online learning tools and digital literacy

Your leadership development will form part of your **Sixth Form Appraisal Process**, with one of your personal targets focused on how you are growing in your chosen leadership area. (Appendix 2)

### Why Leadership Matters

Taking on a leadership role is not just about responsibility, it's about growth. Developing leadership skills will help you:

- Boost your **confidence** and **independence**
- Prepare for the **world of work**
- Strengthen your **university** or **apprenticeship** applications
- Improve your **teamwork** and **collaboration**
- Build **resilience** and **adaptability**
- Enhance your **communication** skills
- Foster a strong sense of **responsibility**
- Inspire you to **contribute** meaningfully to your community.

## Watling Sixth Form – Our Online Learning Expectations

At Watling Sixth Form, we believe that teaching and learning should closely reflect the professional expectations and environments students will encounter beyond school, whether in higher education, apprenticeships, or the world of work. The ability to engage confidently and responsibly in virtual spaces is now a core skill in modern life. As such, we have embedded one compulsory online lesson per week via Microsoft Teams as part of the Sixth Form curriculum.

These online sessions are an important opportunity for students to develop digital communication skills, time management, and independent learning, all essential attributes for success in further study or employment. These lessons are therefore to be treated with the same focus, professionalism, and high standards as in-person lessons.

### Expectations for Students: Online Lessons on Microsoft Teams

#### Attendance and Punctuality

- Online lessons are **compulsory**, and attendance is **monitored and recorded**.
- Students must be logged into Microsoft Teams at least **5 minutes before the scheduled start time** of the lesson.
- The teacher will admit students from the **lobby** at the start of the lesson. Late arrival will result in a mark of 'late.'

#### Logging In and Joining the Lesson

- Access Microsoft Teams using your school login.
- Navigate to the calendar or class channel and join the scheduled meeting.
- Wait **quietly and respectfully in the lobby** until the teacher admits you.
- Ensure your **full name** is clearly displayed on your Teams profile for registration.

#### During the Lesson

- Be seated in a quiet environment with minimal distractions.
- Be aware of others around you.
- The Sixth Form dress code applies to your online lessons.
- Your **camera should be on**, unless you have prior permission from the teacher to keep it off. You must blur your background.
- Keep your **microphone muted** unless asked to speak.

- Use the **chat function appropriately** — for learning purposes only. This will be guided by your teacher.

### **Engagement and Conduct**

- Complete all tasks set by the teacher during and after the session.
- Participate actively when prompted.
- Treat the lesson with the same professionalism and level of engagement as a classroom environment.

### **Safeguarding and Conduct**

- Students must not record the lesson or take screenshots.
- Any inappropriate behaviour (e.g. misuse of chat, background distractions, or sharing of private content) will be reported and sanctioned in line with the academy's Behaviour Policy.
- Use respectful language and maintain a formal tone when speaking or messaging online.



## Watling Sixth Form – Our Teaching and Learning Principles

### Key Principles for Sixth Form Teaching

While the whole-school teaching framework continues to apply, Sixth Form lessons should also:

- Promote academic independence: Encourage critical thinking, extended reading, and research skills.
- Deepen subject mastery: Focus on analysis, evaluation, synthesis, and independent application.
- Model academic rigour: Teachers should explicitly model advanced disciplinary thinking and writing.
- Prepare for future pathways: Integrate guidance on higher education, apprenticeships, or employment.
- Embed scholarly behaviours: Expect students to manage their time, take initiative, and reflect meaningfully on their learning.

### Lesson Structure for Sixth Form

Sixth Form lessons should retain the structured format used throughout the academy, with a greater degree of depth and student autonomy:

#### 1. Dual Learning Objectives

- Subject-specific learning aim.
- A habit or disposition (e.g., intellectual curiosity, resilience, critical reflection).
- Objectives should be shared and revisited throughout the lesson.

#### 2. ‘Do It Now’ Tasks

- Retrieval-based (from prior units or Year 12 content in Year 13).
- May involve quick recall, discussion prompts, or links to recent current affairs.

#### 3. Core Learning Activities

- Use a blend of teacher instruction, discussion, debate, independent reading, and research tasks.
- Encourage use of subject-specific terminology and high-level questioning.
- Include opportunities for peer critique and collaborative problem-solving.

#### 4. Independent Work and Extended Tasks

- Students should engage in tasks that build resilience and problem-solving (e.g., academic reading, structured essays, presentations).
- Promote the use of academic journals, source material, or industry publications where appropriate.

- Students should complete at least 5 hours of additional work per subject per week outside of the classroom.

### **5. Reading Strategies**

- Support students to access extended texts and scholarly material.
- Apply the Before-During-After framework to complex academic readings.
- Build in strategies to teach synthesis and evaluation of multiple sources.

### **6. Assessment & Feedback**

- Frequent formative assessment through essays, timed questions, presentations, and quizzes.
- Summative assessments in exam-style conditions should be termly at minimum.
- Clear assessment criteria should be shared and revisited (A Level mark schemes, exam board language).
- Students should respond to feedback through a structured improvement task (DIRT) and their feedback during Folder Check Weeks.

## **Use of Folders and Organisation**

Folders are compulsory for all subjects and must be structured by topic or unit, following the departmental scheme of learning.

Heads of Department are responsible for creating Folder Checklists, which will outline the expectations of what needs to be included in the folders.

Folder Check Weeks are calendared through the academic year. They ensure teaching staff are assessing the students' folders in line with the Folder Checklists. Targets will then be set based on the assessment of the folder, including neatness and organisation, as well as evidence of progress.

Folders should include (as a minimum):

- Lesson notes
- Annotated resources
- Completed Homework tasks
- Assessments and teacher feedback

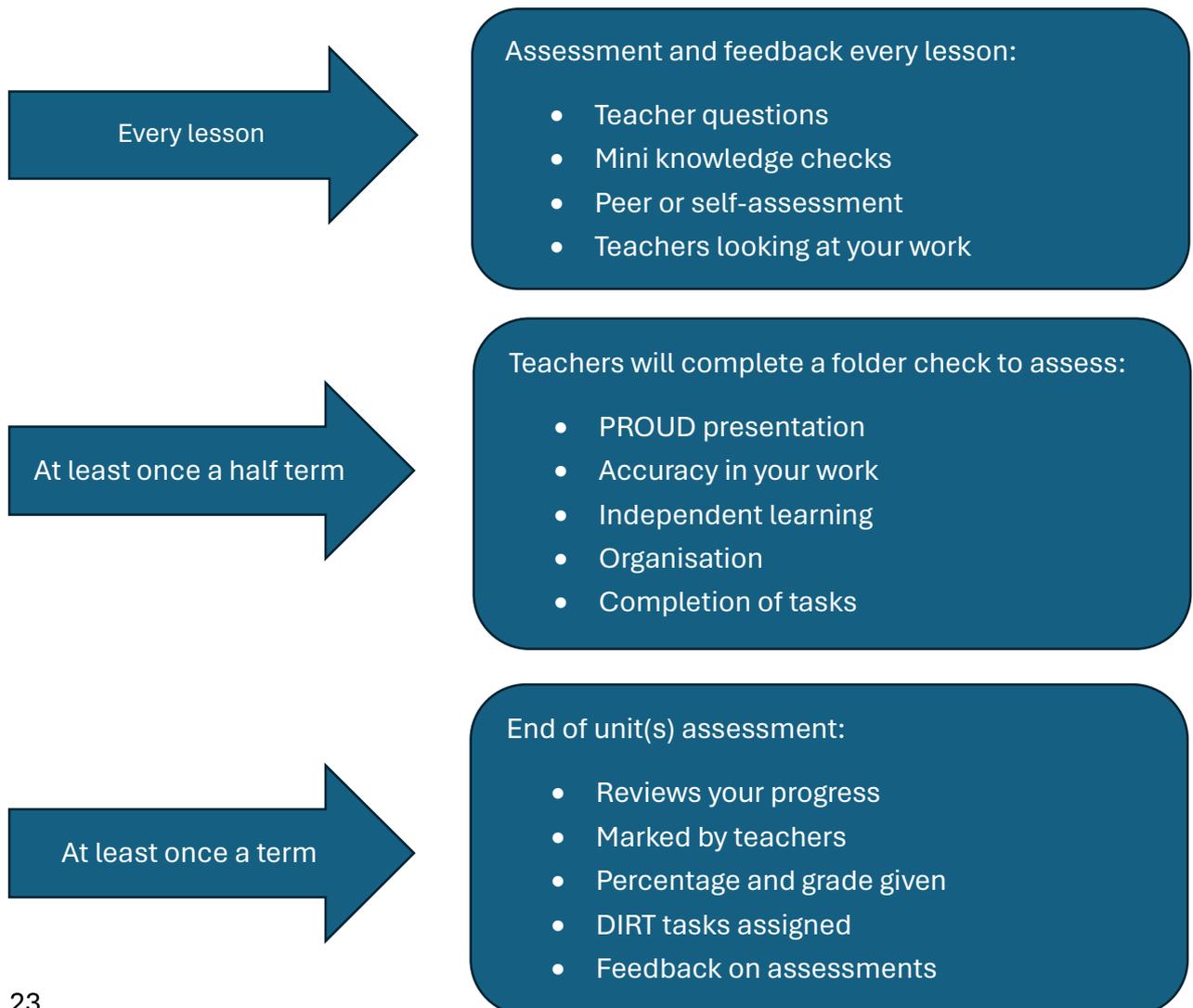
## **Expectations for Sixth Form Staff**

- Set high academic expectations and support students in developing scholarly behaviours.
- Build subject-specific routines for extended writing, note-taking, referencing, and verbal articulation.
- Support students to read beyond the specification through enrichment opportunities, such as academic lectures, subject taster days, visiting speakers or university outreach.

## Summary: How Sixth Form Teaching Differs

Area	KS3/4 Focus	KS5 Additional Focus
Lesson Objectives	Knowledge + learning habit	Mastery, academic depth, independent inquiry
Activities	Varied and structured	Increasingly student-led, research-based
Reading	Vocabulary & comprehension	Extended reading, synthesis, critical analysis
Assessment	Retrieval, low-stakes testing	Essays, exam-style tasks, coursework drafts
Feedback	Verbal, written, regular	Reflective, formative, aligned to post-18 goals
Organisation	Books/folders used for progression	Folders as revision tools and evidence of learning

## Assessment and Feedback



## Bring Your Own Device (BYOD) Policy

We want to enable students to use their own laptops for educational purposes, ensuring consistency in access to digital resources and fostering an environment of technological proficiency. There will also be an element of online learning that will require internet access.

- Students and parents/carers must sign an IT usage agreement (see Appendix 3) acknowledging the school's BYOD policy and agreeing to adhere to guidelines and best practices.
- Students are encouraged to bring laptops or tablets that meet the minimum specifications outlined by the academy, including compatibility with essential software and applications.
- Watling Academy will provide a recommended minimum specification for a laptop but will not buy, source or set up any equipment.
- Students must have installed necessary software as specified by the academy, including office productivity suites and antivirus software.
- Students are responsible for the security and maintenance of their devices. The use of strong passwords and regular updates is mandatory.
- Student devices are the responsibility of the student and suitable insurances should be arranged by the student and parents/carers.
- Students will have access to Sixth Form Academy Wi-fi on one device. This will be set up by IT Technician staff.

### On-Site Computer Access

We are committed to ensuring all students have equitable access to technology and digital resources necessary for their studies, particularly for those who may not have personal devices.

- There will be some devices available for use in the Sixth Form study areas, with priority given to those without personal devices.
- Sixth Form study areas will be available for use between 8am and 4:30pm.
- The library will have a suite of computers available for research, study, and completing assignments.

Students must adhere to the school's acceptable use policy, ensuring that computers are used for educational purposes and that all software and internet usage complies with school guidelines.

## Watling Sixth Form – 16-19 Bursary

At Watling Academy Sixth Form, we provide 16–19 bursaries for students to ensure they can access their studies, where they would otherwise be unable to do so for financial reasons. The bursary is intended to help students with the essential costs of their studies, e.g. important books, equipment and travel costs. We are committed to closing the attainment gap between students from disadvantaged and more advantaged backgrounds, ensuring that all eligible students have access to the resources they need to succeed, participating fully in 16-19 education.

There are two types of bursaries available:

1. **Vulnerable Bursary** – for students who meet specific criteria, including those who are:
  - In care or care leavers
  - Receiving Income Support or Universal Credit in their own name
  - Receiving Disability Living Allowance (DLA) and Employment and Support Allowance (ESA), or Personal Independence Payments (PIP) with Universal Credit
2. **Discretionary Bursary** – for students facing financial difficulty due to family income or other circumstances. This can be used to help cover costs such as:
  - Travel to and from school
  - Meals during the school day
  - Textbooks, equipment, or specialist clothing
  - Educational trips, university visits, or work experience

Bursary support is awarded based on students meeting the eligibility criteria. The government sets out specific criteria for the vulnerable bursary which entitles students to the funding, whilst the eligibility criteria for the discretionary bursary is determined by the school. In both cases, the school is responsible for determining whether a student's application has been successful. All information submitted is treated in strict confidence.

Further information, including eligibility criteria and how to apply, can be found on our website.

## Watling Sixth Form – Our Approach to Reading

Reading is the foundation of academic success at post-16. At this level, students are expected to engage with complex, challenging texts that go beyond surface understanding. Whether you're analysing a historical source, interpreting a scientific article, or evaluating a philosophical argument, strong reading skills are essential. Reading widely and critically not only supports high attainment in exams and coursework, but also prepares you for the demands of university, apprenticeships, and the workplace. At Watling Sixth Form, we believe that confident, independent readers become confident, independent thinkers.

### Our Reading Strategy: Purpose and Principles

Our Sixth Form Reading Strategy is designed to ensure that all students can:

- Access complex academic texts with confidence
- Comprehend and interpret meaning accurately
- Engage critically with ideas, arguments, and evidence

We are committed to four core principles:

- **Disciplinary Literacy:** Reading strategies are tailored to each subject's unique demands.
- **Metacognition:** You'll be taught how to think while reading, not just what to read.
- **Independence:** Reading outside of lessons is essential and supported through structured tasks.
- **Academic Challenge:** You'll be exposed to a wide range of real-world and subject-specific texts.

### The BDA Framework: Before – During – After Reading

To help you get the most from your reading, we use a whole-school framework:

#### Before Reading

- Activate prior knowledge
- Preview the text (headings, visuals, layout)
- Set a purpose for reading
- Learn key vocabulary
- Make predictions

### **During Reading**

- Use active strategies: highlight, annotate, take notes
- Pause for comprehension checks
- Apply modelled strategies (e.g., summarising, identifying bias)
- Ask yourself: *Do I understand this? What's confusing me?*

### **After Reading**

- Summarise in your own words
- Reflect on purpose and audience
- Make connections to other topics or real-world issues
- Evaluate the text's argument, tone, and evidence
- Apply what you've read in essays, debates, or discussions

### **Independent Reading Expectations**

At Sixth Form, reading beyond the curriculum is essential. You are expected to:

- Explore articles, essays, opinion pieces, and journals
- Use departmental reading lists and recommendations
- Complete structured reading tasks such as:
  - Reading logs or reflection journals
  - Pre-reading for lessons
  - "What I learned from..." presentations
  - Weekly reading quizzes

### ***30 to Read Before You Leave***

Challenge yourself to read 30 of the staff-recommended books before the end of Year 13. After reading each one, have a conversation with the recommending staff member and get your challenge card signed. Students who complete the challenge will receive a prize.

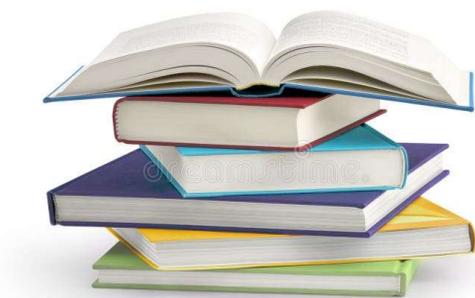
## Supporting All Readers

We recognise that not all students find reading easy. Support is available through:

- Guided notes and scaffolded questions
- Audio versions or screen readers
- Small group reading discussions
- 1:1 Mentor check-ins

## Monitoring and Accountability

- Teachers will embed complex reading into schemes of learning
- Lesson observations will consider how texts are accessed and discussed
- Your folders should include:
  - Annotated reading extracts
  - Reading reflections or notes
  - Evidence of reading applied in assessed work



## Watling Sixth Form – General Information

### Part-time employment

There are many benefits to students working part-time, but it is important that students do not take on too many hours or responsibilities outside of the academy. We recommend that part-time employment should be limited to a maximum of 8 hours a week. Research shows that any more than this will have an adverse effect on students' work and their results.

Students should not agree to part-time work during the academy day, as once they have enrolled with us, they are agreeing to be full-time students. Any such negligent actions will be viewed as defiance against the academy and will result in disciplinary steps. Please make potential employees aware of this restriction at interview stage.

### Car Park

Sixth Formers are not permitted to use the academy's car park.

### Changes of Address/Emergency Contacts

We ask that parents inform their child's Mentor or Watling Administrator ([admin@watling.academy](mailto:admin@watling.academy)) in writing of any change of address or other personal circumstance. It is important that we are notified of any change to parents' day-time phone contact numbers. This is essential information in times of emergency, such as an accident. For safeguarding purposes, we must have up-to-date contact information. As students will be over the age of 16, we will also keep a record of their personal mobile number and email address.

## Important Contact Numbers

Adolescence can be a turbulent time, and a minority of young people do experience not inconsiderable anxiety due to relationships, work, self-image and health pressures. Parents and teachers will, we know, do their best to help and support, but in some extreme cases, it is recognised that specialist guidance may sometimes be necessary. The following organisations are there to help, particularly if you need support outside of school hours.

**Youth Information Service (YTS) 01908 604700**

Offers free and confidential advice for young people on a wide range of issues, from health to housing.

**Citizens Advice Bureau 08701264050**

Provides independent advice on legal, financial, housing, and employment matters.

**NHS Direct 08454647 or 111**

Offers medical advice and guidance 24 hours a day for non-emergency health concerns.

**Brook Advisory Service 01908 606561**

Specialises in free and confidential sexual health advice and contraception for young people.

**Victim Support 01908 607989**

Offers confidential help and emotional support to anyone affected by crime.

**MK Multi-Agency Safeguarding Hub 01908 253170**

Coordinates safeguarding support and ensures that young people at risk are protected.

**Samaritans 08457909090**

Provides 24/7 emotional support to anyone feeling distressed, overwhelmed, or in crisis.

**NSPCC Helpline 0800 800 5000**

Offers advice and support for anyone concerned about the welfare or safety of a child.

## Appendix 1:



### **Watling Sixth Form Home – Academy Agreement**

The three-way partnership between students, the academy and home is vital in ensuring that all young people become successful learners and successful citizens. We believe that each of us has a responsibility in achieving this aim and the Home-Academy Agreement underpins this relationship.

#### **Student responsibilities - You have agreed:**

- To model the academy values of respect, responsibility and kindness in all relationships
- To follow the academy's code of conduct: The Watling Way
- To contribute to a safe and secure environment
- To be always punctual to school and to all your lessons
- To adhere to the Sixth Form Dress Code when attending the academy, including wearing the ID lanyard around your neck when on site
- To not use electronic devices, including phone watches and ear pods in the main academy building. They are only for use in the designated Sixth Form areas
- To be fully prepared and equipped for all lessons and take individual responsibility to catch up on any work missed through absence or illness
- To work to the best of your ability in all lessons to make good progress
- To allow and support others to work to their best ability in all lessons
- To be prepared and use your independent study and non-contact lessons effectively and with purpose
- To recognise that you are a full-time student by being engaged in study for approximately 32-35 hours per week and limit part-time work to a maximum of 8 hours per week
- To seek and accept support where necessary

- To take on the responsibilities of being a senior member of the academy community by taking on the role of a Student Leader and a role model for younger students
- To act responsibly and behave well in the wider community
- To adhere to the Acceptable Use of ICT Policy and Bring Your Own Device Policy.

**School responsibilities – We have agreed:**

- To model the academy's values of respect, responsibility and kindness in all relationships
- To provide a safe and secure environment where all can learn and thrive
- To provide an academic and wider curriculum, to challenge all students
- To teach high quality and engaging lessons
- To assess work and advise students on ways to improve
- To monitor progress and attitude to learning
- To set and mark high quality homework and independent learning tasks
- To provide opportunities to discuss progress between staff, students and parents/carers
- To communicate effectively through a range of media
- To prepare students for life beyond Watling Sixth Form.

**Parent responsibilities – You have agreed:**

- To receive communications from the academy
- To recognise that Sixth Form is a full-time occupation
- To model the academy’s values of respect, responsibility and kindness in all relationships
- To ensure your child attends the Watling Sixth Form, is punctual and that you notify the academy of any absence
- To ensure that your child adheres to the Sixth Form Dress Code, supporting the academy in maintaining high standards of appearance
- To ensure that your child brings the correct equipment for learning
- To support the academy in applying sanctions where behaviour has not been appropriate
- To provide any information that the academy may require for educational and/or safeguarding purposes
- To discuss progress with your child regularly and attend parents’ consultations
- To monitor the completion of your child’s independent learning and homework
- To support your child in learning opportunities beyond the classroom
- To monitor your child’s access to age-appropriate social media
- To raise concerns directly and promptly with the academy, with the expectation that the academy will respond in a timeframe that allows the queries to be addressed appropriately.

**I/we agree to the above, working with Watling Academy Sixth Form to ensure that my child is successful throughout their education.**

**I/we understand the academy’s policies and agree to support these and the academy.**

Parent/Carer signature ..... Pupil signature .....

Deputy Headteacher – Post 16 .....

Appendix 2:

**Watling Academy Sixth Form – Student Appraisal**

<b>Student Name:</b>	<b>Mentor Name:</b>
<b>Subjects studied:</b>	<b>Clubs/hobbies/extracurriculars/enrichment:</b>
<b>Why are you attending Watling Sixth Form? What do you hope to achieve in your time here?</b>	<b>What do you hope to do when you finish your time at Watling Sixth Form?</b>

<b>Targets</b> (to be complete by 30 <sup>th</sup> September 2025)	<b>Rationale</b>
<i>Target 1 [Academic progress focus]</i>	
<i>Target 2 [Enrichment focus]</i>	
<i>Target 3 [Leadership skills focus]</i>	

### 3. Interim Evidence

	Target 1	Target 2	Target 3
<b>Autumn 1</b>	This term I have:	This term I have:	This term I have:
<b>Autumn 2</b>			
<b>Spring 1</b>			
<b>Spring 2</b>			
<b>Summer 1</b>			
<b>Summer 2</b>			

### 4. Target Review

Targets	Review 1 (to be complete by 20 <sup>th</sup> December)	Review 2 (to be complete by 20 <sup>th</sup> April)	Review 3 (to be complete by 20 <sup>th</sup> July)
<i>Target 1 [Academic progress focus]</i>			
<i>Target 2 [Enrichment focus]</i>			
<i>Target 3 [Leadership skills focus]</i>			

## Appendix 3:

### **Sixth Form Acceptable use of ICT agreement**

As a Sixth Form student at Watling Academy, it is important to use ICT resources and devices responsibly and safely. This agreement outlines the expectations and responsibilities regarding the use of personal and academy-provided devices, e-safety, and access to the Academy's WiFi network. By signing this agreement, you acknowledge and commit to adhering to these guidelines to ensure a positive and productive learning environment.

#### E-Safety:

- Do not share personal information such as your address, phone number, or passwords online.
- Always conduct yourself respectfully and responsibly online. Cyberbullying, harassment, and inappropriate language or behaviour will not be tolerated.
- Immediately report any suspicious or harmful content, cyberbullying, or e-safety concerns to a teacher.

#### Use of Personal Devices:

- You are responsible for the security and maintenance of your own devices. The academy is not liable for loss, damage, or theft.
- Ensure your devices are fully charged before coming to academy. Charging facilities may be limited.
- Arrange for appropriate insurances for devices which are taken into the academy.
- Use your devices for educational purposes during academy hours. Personal use should be limited and must not interfere with your studies or disrupt others.
- Personal devices must not be used in the corridors, moving to, from and between lessons.
- Mobile phones and headphones must only be used in the Sixth Form study area and café.
- Photography, videos or other recording is not permitted at any time on the academy site.

#### Use of Academy Devices:

- Treat academy-provided devices with care. Report any damages or technical issues immediately to IT Technicians.
- Use only your own login details to access academy devices and networks. Do not share your login details with others.
- Only install or use software and applications that have been approved by the academy.

WiFi and Network Access:

- Select on device to be used to access the academy’s WiFi network.
- Use the academy’s WiFi network for educational purposes only. Avoid streaming, downloading large files, or engaging in activities that consume excessive bandwidth.
- Do not attempt to bypass network security measures or access restricted areas of the network.
- Ensure that all online content accessed through the academy’s network is appropriate and educational.

Digital Citizenship:

- Respect the work and privacy of others. Do not access, modify, or delete another person’s files or data without permission.
- Do not copy or distribute copyrighted material without permission and always credit your sources properly.

Monitoring and Consequences:

- Be aware that the academy may monitor your use of its ICT resources and network to ensure compliance with this agreement.

By signing this document, I acknowledge that I have read and understood the Watling Academy Sixth Form ICT and Devices Acceptable Use Agreement. I agree to observe to the guidelines and responsibilities outlined above. I understand that failure to comply with these terms may result in disciplinary action and loss of ICT privileges.

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

Student Signature: \_\_\_\_\_

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

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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

Appendix 4:

# PROUD Presentation



N

P

## PEN

- Use BLACK or BLUE font colour for notes and completing activities
- Use RED font colour for DIRT tasks

R

## REVIEW

- Regularly review your notes and work to check for mistakes and improve understanding.
- Use OneNote's search and tagging features to find and organise key information easily.
- Add comments or reflections on your work to help improve next time.

O

## ORGANISE

- Always add the DATE and TITLE at the top of each new page.
- Use section groups, pages, and subpages to keep work logically organised.
- Insert and embed worksheets, PDFs, images, and links neatly within the notebook.

U

## UNTIDY WORK

- Avoid clutter – keep pages clean and avoid random doodles or unrelated content.
- To correct mistakes, use the highlight tool or strike-through formatting instead of scribbling.
- Use version history and page backups to track changes and avoid loss of work.

D

## DRAW

- Use the draw tools with a stylus or mouse to create clear graphs, diagrams, and illustrations.
- Label all visuals clearly with typed labels.
- Use different colours and layers to enhance clarity where needed.