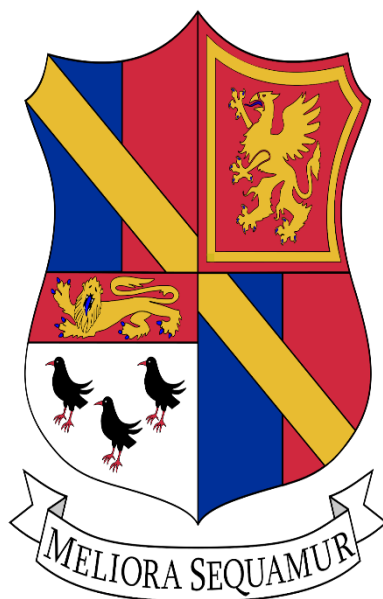




SIXTH FORM HANDBOOK

Your guide to studying at The Langton



2023 -2024
SIMON LANGTON GRAMMAR SCHOOL FOR BOYS
Langton Lane

The Sixth Form Management Team

Dr K.A. Moffat: Headteacher

Mr J. Eagle: Director of Studies, organises the timetables and subject choices

Mrs M.R. Wells Head of Sixth Form Pastoral Lead

Dr S. Pythian Head of Sixth Form Academic Lead

Dr K. Towler: Assistant Head of Sixth Form Academic

Mrs L Brice: Sixth Form Administrator and Attendance Officer

Dr W Gleave: UCAS Co-Ordinator

Mrs L. Spratt: Sixth Form AEN Support

Head Students and Student Leaders 2023

Head Students: Sam Stretch, Bella Rowe, Oscar Cameron Lara Modi

Student Leaders: -

House Captains	Burgess	Will Gulliford	Evie Grace
Slater			
	Hardman	George Gremo	Lauren Turk
	MacKenzie	Jenson North	Nicoletta
Maxim			
	Sharp	Barnaby Milton-Bell	Millie Vas
STEM	Thomas Facos		
Events	Issy Hodges		
Charity	Beren Breeze		
SU	Pascal Sleigh		
Humanities	Issi Linanne		
Logistics	Sam Clark		

Prefects

STEM	Rachel Garrett, Magnus Fenwick, Tom O-C, Isabella Hill Beatrix Biagiani John Comas Kendall
Charity	Tom McAllister, Daisy Anslow, Ethan Barritt
SU	Abi Sridhar, Shilka Sony
Library	Max Webster
Logistics	Logan Capper
Humanities	Logan Capper, Ethan Barritt, Sam Walsh
Social	Iris Nadir
Form Guardians	To be arranged if you would like to volunteer
Lunch Duty	To be arranged if you would like to volunteer

Break Duty To be arranged if you would like to volunteer

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The Langton Sixth

Form

The Langton Sixth Form is a mixed community of nearly 500 students, from a variety of backgrounds, who have achieved creditable performances in their GCSE's in Year 11 and are currently embarking on A level study. 95% of the Sixth Form go on to further study at national and international universities, with a sizeable percentage taking places at Oxford and Cambridge. The Sixth Form is characterised by a desire to learn, a readiness to display wit and humour, the desire to help others and the need to foster a good community spirit. In all, it should be both the Bridge to Opportunity and the Jewel in the School's Crown.



The Sixth Form has a pleasant atmosphere; it is ordered, well-disciplined and

friendly. Our students have a reputation for academic excellence, good manners, confidence and honesty. These strengths are testament to the unusually high quality of pastoral care and guidance which have been

prominent features of this school for many years and account for the high numbers of external students wishing to join our Sixth Form. Those who join are welcomed and quickly become part of the scene.

In the Sixth Form we take our grammar school status seriously and have not allowed the obvious strengths of our intake to foster a complacent culture. We are, first and foremost, an academic grammar school, though that does not mean we do not take time to develop the full potential of our students in other areas. Sixth Formers are encouraged to act as part of the team responsible for maintaining school discipline and developing a positive community spirit throughout the whole school community.

As a consequence of their part in assisting the day to day smooth running of the school the Sixth Form are afforded privileges. We do not expect our Sixth Formers to wear a uniform; only ask that you come to School tidily. We do not compel you to study in your free periods, but provide ample amenities should you wish to. For those who need to relax, a social area is provided within the Sixth Form Area.

Study in the Sixth Form is definitely not easy, but it should always be rewarding. Your time with us is brief and it is my hope that in the short space of time you spend with us you feel happy and valued in your contribution to the School. There will be times of stress and times when the pressure really bites, but, planned properly, the Sixth Form could be the best time of your life. And when things go wrong, there is both a talented team of Sixth Form tutors to turn to and, in serious cases, the services of the School Counsellor.

At Simon Langton we are committed to providing the very best in terms of teaching and learning. We want you to be aware of your preferred learning style and we endeavour to tailor our lessons to cater for the learning styles of all, enabling all students to achieve their potential. We provide a balanced Sixth Form curriculum that we believe is of value and monitor the service we

provide in lessons to ensure a premium quality service.

So enjoy your time with us. Work hard, play hard. But mostly, fulfil your potential in every way you can. The purpose of this handbook is to guide you through the Sixth Form. It is meant to be used as a reference manual, particularly at key times over the next two years. It offers advice on organisation and guidance, on when to expect certain events to happen. Most importantly, it lays out the expectations of the School as to how we wish you to behave, how you should prepare work and the criteria against which the work you produce will be marked. My own work, recently, at the University of Leicester has shown me how invaluable a handbook can be in conforming to the academic standards of an institution and I hope this book affords you the same benefits.

I hope you find studying at the Langton rewarding and enjoyable.

Dr Ken Moffat

Headteacher

Introductions

Everything's Changing.

(1) Work

Many of the old certainties that existing generations grew up with are disappearing. Perpetual change seems to be the way of the present, and certain for the future too thus, in order to survive, we must adapt to change and make it a part of our everyday world. Unlike a decade ago most people will have at least three or four careers in their working life. They may well work from home and retire relatively early. The people who will survive best in this kind of world will be adaptable and possessed of transferable skills. Portfolio workers and knowledge workers, capable of meeting deadlines, supporting others and holding down positive working relationships. Information Technology skills will be highly desirable as will be the ability to approach problems from lateral positions and to think the unthinkable. At the Langton we are aware of the need to help produce students who are capable of not just surviving, but thriving in such a world. As such, we are acutely aware that, in many cases, we are educating you for careers that do not yet exist.

(2) Universities

There are now well over 100 universities offering a bewildering array of courses. Careful research and selection is required to find a suitable subject, course and location to read for a first degree. Degrees are increasingly including continuous assessments, dissertations, work placements, modularisation and ICT skills and require a new type of student; one who can cope with pressure applied constantly, but evenly, and still perform well.

Life at university has also always involved relationships and looking after oneself domestically, however, the financial constraints upon students are more severe than ever before. The majority of students will have a debt of several thousand pounds by the time they graduate. It is still the philosophy of this Sixth Form, however, that Higher Education unlocks the door to a brighter and more fulfilling future. Statistics show that graduates are increasingly earning the better wages and holding down the jobs of higher responsibility. In many cases now, a first degree, by itself, is not enough and people are being required to show evidence of continuous or further study. The age of life-long learning is upon us. And rightly so.

3) A Levels

The new A level system means that you will sit all of your exams at the end of Year 13.

The specifications have been designed to be more demanding than in previous years and build on the knowledge gained at GCSE and in parts of the courses covered early in Year 12.

(4) Students

The above changes mean that a different type of student is now needed.

One whose personal organisation is first rate, who makes use of long term (yearly) and short term (weekly) planning to meet all commitments.

One who can research using many media and present reports using a wide range of techniques and is capable of rising to the demands of long term course-work deadlines and a modular approach to study.

Sixth Form tutors are required to provide references for you in July of Year 12. This means that they can only comment on what they have seen or what you have told them. School references are open and honest and staff will be looking for reliable qualities in you – punctuality, presentation, determination, industry, flair, reliability, honesty and trustworthiness. A student who generates extra, unnecessary work for an already overloaded teacher is unlikely to inspire a glowing reference. Every effort is made in the Sixth Form to wipe the slate clean and make a new balanced, academic and pastoral judgement on students. Make the most of the Sixth Form – it will all pass so quickly. Start sensibly and continue diligently. It will serve you well for the future.

Sixth Form Life

Coming into the Sixth Form as an external student was initially a daunting prospect, however upon reflection it is clear to me that this was definitely the best decision to have made. Sixth Form life at Langton is diverse, engaging and exciting. Not only has it enabled me to grow in confidence, but has also encouraged me to feel fully ready to approach the next stage of my life.

Across all A level subjects, the teachers are so interested in their subjects which I found helped me so much. They want their students to be as interested in their subject areas as they are, which gives them the chance to extend their knowledge beyond curriculum level to fully understand and appreciate concepts. Learning at the Langton is not just learning to pass an exam, but is more a chance to enjoy the complexity that the subjects offer. I loved this aspect of the learning because it helped me to apply knowledge from the curriculum to real life situations to gain a deeper understanding of my A level subjects. In addition, because the teachers are so passionate about their subjects, they are more than willing to help students with any problems they may have, and will often arrange a time to meet with them one to one to assist with any issues that arise. This enthusiasm and willingness to guide students is something that I believe to be unique to the Langton.

There are also many extra-curricular activities on offer at the Langton, for any student to both engage with and take an active role in. These activities and projects differ from the average 'club' offered to most sixth forms as we are able to carry out research into current and evolving affairs. These projects allow us to approach our education in a unique way, both complementing our sixth form studies and allowing us to gain insight into real world situations, whilst applying them to our courses so we gain a more holistic understanding of our chosen A level subjects.

Not only does the Langton offer exceptional teaching in all subjects, both encouraging and challenging students to reach their full potential; it also offers amazing pastoral care to those in need. I always felt comfortable talking to staff if ever I had any problems, be they school related or not. The two years in the Langton Sixth Form can have such a fundamental influence on students by promoting a positive ethos throughout all year groups which succeeds in making the Langton such a happy and enjoyable environment to work and relax in, and one which I am so glad and grateful to have been a part of.

Ciara McConkey



The Langton sixth form is unique. After 5 years spent in the lower school, the sixth form offers a refreshing, new and exciting end to the Langton experience.

There is a change in attitude in the sixth form. The atmosphere is far more relaxed and emphasises independence. This forward thinking view of education is what makes the sixth form such a rewarding experience. The opportunities which are available are endless, and not confined to the often narrow curriculums, but open to new and exciting research and innovative practical work, going beyond what is expected from examinations. The chance to shape your experience at the sixth form is what makes it succeed, there is a real feel of pride in the upper school as you get out what you put in. This ability to make your experience your own whether through societies, music groups, or associations, etc., can create opportunities which are far beyond a normal a level education.

Importantly, the sixth form is friendly. There is a great atmosphere where everyone is wanting to work hard (some of the time) and enjoy school, not just in the classroom. The social aspect of the sixth form is what makes it different from lower school, there is a refreshing mix with new people and the size of the sixth form means everyone can be involved. With free periods now, there is a huge opportunity for socialising and enjoying schooling life, with a bit of work needing to be done here and there.

The support systems in place in the sixth form are essential and important in making sure everyone's experience of school is the best that it can be. The large specifically sixth form support team makes everyone feel at home, especially through the transition between schools which for some people may be tough. As with any school there is an emphasis on work, but this does not mean you are left alone to struggle in silence, there is a great atmosphere in the sixth form which means you will always feel able to speak up about problems or things you struggle with and there will always be someone that will listen to you.

The opportunities available to students of the sixth form are second to none. We lead research which is unlike anywhere else in the country, meaning that our students can take part in hugely important projects, giving them a notable foundation in their subjects ready for further study post A levels. And if there is something that you want to pursue which isn't already in action, then make it happen yourself and start a group or society.

The teaching is brilliant and there is a more casual and friendly relationship with members of staff, which encourages better real life debates and a more interactive learning style. The autonomous learning that takes place is fully supported by the teachers who are always willing to help, in and out of the class room.

Naturally the work is difficult and challenging, but you are now doing the subjects you want to therefore you'll be able to throw more at your subjects to become a master of your field. The teachers find ways to make the work engaging especially with group work and research. There are many resources available to you from the library, to the internet and the wisdom of the teachers themselves.

The sixth form offers great chances to undertake leadership roles in the school, such as being part of the sixth form leadership team, which offers help at main school events (induction evenings etc.), but also with sixth form events such as the infamous Dong Chen — an annual charity football tournament where each form represents a country and battles to win and also the newly formed Ding Dong — a fundraising dodgeball tournament. These sixth form events epitomise the friendly and enthusiastic atmosphere that runs through the sixth form.

Overall, the sixth form is a place of amazing work, where the balance between studying, socialising and eating food from cafe 42 creates some of the most enjoyable years of your life. One piece of advice I always give new students is to simply grab every opportunity and throw yourself into the school as the more you put in, the more you will get out in return.

Fergus Carver

Two years in the life of a 6th Form Parent

Two years in the life of a sixth form Parent

As teenagers grow and progress through their school years, we look forward to them gaining more independence, making decisions for themselves and spreading their wings. Do things get easier, as parents? Not necessarily, but they just get different. There are many lessons to learn in sixth form, not just in the classroom, and not just for the students.

As Langton parents, our experience has a one-sided aspect - having 3 girls. Each of our daughters had 5 happy, secure and successful years at Simon Langton Girls'. Each made their own decision to move to Langton Boys – parting (during the school day at least) from old girlfriends and lovely teachers. Our girls were ready for a change of pace and location, a different school atmosphere, different teachers and school ethos.

The first big lesson to learn is the significant step up from GCSE to 'A' level – reducing the number of subjects studied but increasing the depth and breadth of study. The choice of A level subjects is important – and the Langton helped us to consider which subjects are most suited for each student. Early in Yr. 12, the school emphasised the importance of each student taking responsibility for their learning, being organised and putting in extra hours of study outside of the set work. As expected, my girls heeded this important advice differently.

Another, slower lesson learned by us as parents, is the truism that some teenagers, including my oldest daughter, do not tell their parents very much about their lives and how they are feeling. Even though you may talk around the kitchen table, during car journeys and clearing the dishes, I realise now that there is an enormous amount that goes unsaid. Guided by her preferences and results at GCSE, my oldest started studying 3 science subjects and geography, at a time when A levels were all examined separately as AS in Y12 and A2 levels in Y13. With constant worries and discussions about the amount of work and effort she was not putting in throughout Yr12, little did we realise the full extent of how unhappy she was with her chosen subjects (and the added complexities of social pressures she was dealing with). Then the dreaded AS exam results arrived – which were sufficiently bad to disrupt an otherwise happy summer. As a family, we went into a bit of a tailspin. The Langton teachers and staff were very supportive and encouraging – particularly Mrs. Taylor as Head of Sixth

Form. Following much soul-searching and discussions, the school recommended she should retake some AS exams and that she should change two of her AS subjects.

Reality kicked in, our oldest had to retake her Y12 – which was a hammer blow at the time. Most of her closest friends moved smoothly into Y13, and continued along the well-trodden path. Our daughter was mixing with a completely new group of younger people in her new Y12. This was a bitter pill to swallow. However, she stuck with the plan and eventually got on with some hard work, we gave our oldest as much support and encouragement as possible (without suffocating her – we are not Tiger parents). She emerged from sixth form with very respectable results, including an extremely useful EPQ (more of this below), self-esteem rebuilt and is now busily studying hard at a top London University.

Our other two daughters have taken very different approaches. Daughter number 2 has always had a more planned and organised route through life, she also has the benefit for watching and learning from her older sibling. Her subject choices were totally different, focusing on her life-long love of history and a more-recently found passion for politics. Confusingly for parents, although our children seem to take it all in their stride, are the shifts in the A level format from modular to linear, with some subjects still being examined at AS and A2, and others not – some subjects have more coursework, some exams can be re-sat, some not. In spite of regular and comprehensive emails, talks and parents evenings, I would forget from time to time how it all pieced together. On the other hand, our middle daughter had it all worked out with a planner on her wall and every hour of work and revision accounted for over the year. Her A levels have just finished – and we all await her results with anticipation and bated breath.

Our youngest daughter, ploughing a different furrow again, plays a quieter, more enigmatic hand. She seems to spend concerning amounts of time in her bedroom, behind a closed door ‘doing her thing’. Just coming to the end of Y12, she is awaiting her first set of results – just 2 AS exams for her. As a result, the Langton has brought

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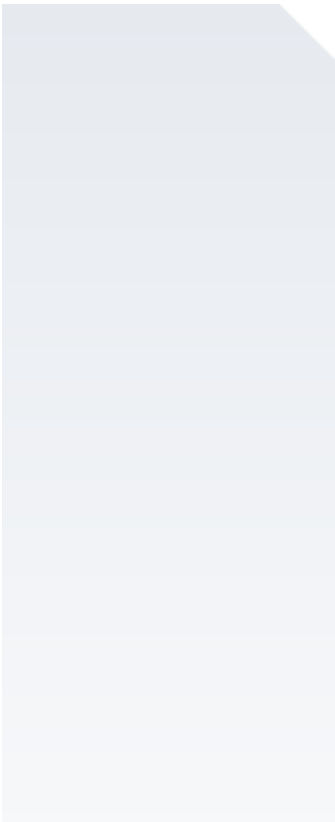
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forward, and is placing greater emphasis on each sixth former undertaking an Extended Project Qualification (EPQ). This year has been the first when the school required Y12 to submit completed EPQs by the beginning of July Y12. All 3 of our daughters have undertaken EPQs, and as parents, we have seen great benefit and lessons learned. EPQs are tough, they place great demands on the students – of time management, planning, organization, research and persistence. Parents need to be vigilant of this, and the School asks us to be aware. The EPQ outcome is a fantastic learning process and solid piece of original work, another qualification if all goes well, and something great for personal statements and interviews. It can also help to secure a University place and separate your child out from the crowd.

Our third daughter has embraced another important lesson –that there is more to school life than classroom lessons and academic subjects alone.

The Langton excels at providing an excellent range of extracurricular projects for sixth formers – some which complement and develop academic studies, and some which take students into completely new realms. Our third daughter has ventured down the route of innovation and engineering, with a ‘boyband’ of fellow engineers on a Wednesday afternoon. She arrived at Langton Boys with an Arkwright scholarship earned at Langton Girls. This has propelled her to play her part, with tremendous support from the school, in a year-long project working closely with an outside company and mentors from Loughborough University through the Engineering Education Scheme and the Engineering Development Trust. They designed, planned and built a brilliant training shoe that converts kinetic energy into electrical energy. The team have spent several days in labs. and workshops at the University of Kent, building and testing their prototype. They have won EES and Kent Brightspark awards. My daughter has learnt many new skills – communicating presentations to audiences and reports to assessors, organising and running a work programme, working in a team- all fantastic ‘soft skills’ for employers. She has also learnt that probably she doesn’t want to study engineering, - probably. Something worth knowing before the UCAS process starts after the summer holiday.

An invaluable lesson is to make the most of the opportunities in front of you and get involved– and the Langton provides many chances, through its clubs, societies and projects. My 3 girls have benefitted from helping out with Geography and Politics society, organising speakers and attending evening events, providing research for local history projects,



and working on peat samples and pollen analysis projects including electron microscope work at Oxford Brookes Uni. for a geography project.

As parents, we have watched on with pride, and we have learnt so many new and wonderful things ourselves. School and sixth form is the start of a life-long learning process, and it's best shared between children and parents.

Emma Denley

Opportunities

The Langton Sixth Form gives you tremendous opportunities in all areas – academic, sporting, musical, dramatic, travel and the opportunity to take up positions of responsibility and leadership.

The Langton places great emphasis on the student voice within the school community, and this finds its greatest expression in the sixth form. The Head Students have the opportunity to be involved in the day-to-day management and strategic development of the school, and the Student Union has been relaunched.

In general, sixth form students are the leading figures within the school, taking on an array of formal positions which involve working with their peers and with younger students to contribute to the smooth running of the school and to facilitate opportunities for boys in the lower school.

These include:

- Form Guardians Acting as a friend and advisor to a Year 7, 8 or 9 form, assisting the Form Tutor with administration and helping organise form teams and duties.
- Subject Mentors Helping lower school students with particular difficulties they have with a subject.
- House Captains Working with Heads of House to co-ordinate activities within the House organise the form guardians and lead assemblies.
- Sports Captains Assisting Games staff in organising teams, and leading inter-house sports throughout the school.
- Student Leaders Supporting the Head Students in their work, and coordinating the work of the School Prefects.
- School Prefects Organising queues at break and lunch in the dining hall, and patrolling the school to ensure sensible behaviour by all school pupils.

Other Opportunities

Opportunities

In addition to these formal positions, there is also a host of more specific opportunities and occasions which provide sixth formers with the chance to make a significant contribution to the school and to take on responsibility. This includes, but is by no means limited to:

- Interviews for new staff

Students participate alongside the Headteacher and other senior staff on interview panels for all appointments at the school.

- Open Days

Our sixth form students are the school's best advocates. Each year a large number of students act as guides for visitors to the school and support staff in promoting the school.

- Debating

Each year, sixth form students participate in local and national debating competitions with great success.

- Research

There are a number of authentic primary research projects running in both the humanities and the sciences which enable you to work in parallel with university academics and industrial experts.

- Clubs and Societies

Sixth Formers will take a major role in organising these, taking responsibility not only for the clubs, but also for the pupils who attend them. The following opportunities were demonstrated at the Freshers' Fair and the Research Symposium during the Pre Sixth Form Course:

Sixth form opportunities Clubs and societies

Music	Mrs Renshaw-Kidd
LUCID/Ray/Observing	Dr Lesworth
Chemistry Society	Dr Phythian
Whipworm project	Dr Morris
Orchard Project	Dr Morris
Boys' Competitive Sport	Various Coaches
Girls' Competitive Sport	Miss Sheppard
Recreational Sport	Mr Lyttle
Biomedical Society	
Engineering + Product Design Consultancy	Mr Pledger, Mr George,
VEX Robotics	Mr George
Debating & Public Speaking	Mr Haste
Oxbridge	Mr J Eagle
MFL Society	Mrs Santana,
Geography Society	Dr Gleave
Red Dean Revised History Research Project	Mr Mattingly and Mr Evans
Faculty of Langton Economists	
Student Union	Pascal Sleigh
Langton Library/ Archives	Ms Hofer
Tong Arts and Humanities Society	Dr Taylor
Maths Society	

- Rowlyn

If there is space, pairs of sixth formers can accompany staff and groups of lower school boys on week-long visits to our cottage in Snowdonia.

Initiative

The key word is initiative: while there are a number of existing formalised opportunities that will arise, the emphasis is on the initiative of our students. If you have an idea for a club or a project of any kind within the school, the odds are that you will be able to pursue it with the backing of staff an example being the Climbing Wall. The idea for this project came from the student body, and students poured their energy into raising the funds through a range of activities.

Make the most of the opportunities available. Not only will they allow you to develop skills you may not have had time to nurture yet, employers and university admissions tutors look very positively at what you have been involved in and what you have made of the opportunities available to you. Your school reference will reflect this and we will endeavour to report positively on what you have done.

We expect all Sixth Formers to set a good example in this

11-18 community.

We need to rely on all students to take responsibility when necessary. You have opted to continue your studies at a school, not a college, and a school is a community that works together and shared core values.

Studying for A Levels

Academic Progress

You have now obtained your GCSE grades, which are the key external measure by which your academic ability will be judged.

Based on your average GCSE score, an A Level score will be projected which will indicate an appropriate level of progress for you in the Sixth Form compared to national averages. This will be used to generate your benchmark grade for you and your grades on your Learning Reports will be in relation to the benchmark grade.

You are not primarily in competition with the others in your class, but in competition with yourself. You must, therefore, strive from day one of the Sixth Form to achieve not just what is expected of you, but the highest that you personally can achieve.

In May/June of Year 12, you will sit end of year exams which will form the basis of your A Level predicted grades. These are very important for University applications and it is vital that you perform at your best throughout Year 12 and learn your work gradually to maximise your chances of performing well.

Though you may grow tired of hearing it said, there is a world of difference between GCSE and A Level study and competition for the best grades is fierce.

Sixth Form Study

At A Level you are expected to organise your own work, without the basic reliance on text book and teachers notes which may have been the basis of your success at GCSE. There are text books and notes, but you will be expected to read other more specialised books and periodicals on some aspects of the syllabus. On some courses it is expected that up to 40% of the overall work will be covered by individual self-supported study.

Staff assume that you are willing to work and will show some interest in, and enthusiasm for, any subject which you have chosen in the Sixth Form. It is anticipated that some will find difficulties with work at first – the courses are much more demanding than at GCSE level, but this is a test of character.

• **The following are pretty obvious, but particularly crucial:**

1. Attend every lesson – be punctual and have the relevant books, notes and equipment with you.
2. Maintain your notes in a condition which make them a credit to you and are easy to use – at least one folder per subject is advised.
3. Meet all deadlines and do not get behind with any work.
 - a) Work should be handed in on the day specified. A deadline is a deadline.
 - b) If you have a specific, known, genuine problem with this you should ask the member of staff when the work is set, not just before it is due to be handed in. Make sure that you acknowledge any quotes that you use in you work. Plagiarism is unacceptable. (Refer to the Plagiarism Policy at the back of the handbook.)
 - c) Under normal circumstances work should be handed back to you, marked, within a week. Please inform Mr J.Eagle if you experience any difficulties with this.
4. Keep absences from school to an absolute minimum. Work missed through unavoidable absence must be caught up immediately.
5. Revise and learn work as you go along. Once a week is a good guideline.
6. Never think you know it all: practise and extend your knowledge all along.
7. If in trouble, seek help straightaway; first from your subject teacher, then your tutor or one of the Sixth Form Management Team.

Time for Study

Time is the essence of the problem. The school day is relatively short and you must work a lot either at home or out of hours at school. Most students who do well study out of lessons for a minimum of sixteen hours each week (4 hours per subject). Remember, it is easier to work earlier in the evening and then unwind than vice versa. Never underestimate the impact of your lifestyle and diet while you are trying to study at a high level. We do not expect our Sixth Formers to develop monkish ways, however, you must realise that burning the candle at both ends, too often, is not doing your mind or body any favours. It is possible for students to work after school at 3.45 pm.

You must set aside time at home, though you will have no formal home work timetable as in previous years. Most Sixth Formers continue to use a School Planner to help plan their use of free time at school and home and find this useful.

Private Study

Organising your time effectively entails working methodically in the private study periods in either the Library, the study area of the Sixth Form Centre, Library, S2, the Tong Centre or the Star Centre. There are also free classrooms available that you can use. You will have approximately 8 study periods per week.

“I haven’t got anything to do” is NEVER true of an A Level student and the person who utters it has not yet comprehended the nature of study at Post 16 level. Although you may be up to date with assignments, there is always background reading, consolidating your notes and reviewing/revising your notes.

Being able to organise your work is a vital skill. If we were to regulate your work too closely it would not be helpful, especially for the large majority who intend studying at Higher Education level, where you may be left to study with only minimal guidance.

We hope that the structure we have in the Sixth Form will assist you in developing effective organisational skills.

Home Study

Home study has to be earned. It can only be awarded after the January Learning Report to students who are making good progress and are proving they are reliable. With parental consent, students who have private study in the afternoon are permitted to leave school after 1.45 pm, to study at home rather than at school. 90% attendance will also be required.

Please note:

- a) The privilege is to study at home (nothing else.)
- b) Regardless of home study, all students are required to be in school from 08.50 (morning registration) until 13.45 (after assembly/form period).
- c) If a student is required by a member of staff, he/she must be in school that afternoon, irrespective of Home Study
- d) The Home Study situation will be reviewed each term. Some students may lose the privilege; others may be offered it.

Coursework

You will obviously treat A Level coursework with at least as much respect as your regular assignments. The necessity for complete work, clearly presented, following the Exam Board's guidelines is essential.

- a) You should be informed well in advance of both final and interim deadlines.
- b) Interim deadlines are regarded exactly as final deadlines. A deadline is a deadline.
- c) Failure to meet a coursework deadline is regarded as a serious breach of school discipline.
- d) Failure to submit coursework may result in withdrawal from the entire A Level examination (not just a zero for coursework).
- e) Absence in the run-up to a coursework deadline must be supported by a doctor's note confirming seriousness of the illness.

Fore-warned is fore-armed. Be organised. Work out when you need to start each piece of coursework, allowing plenty of time in case things take longer than you think.

Examinations

Have a look at some past A Level papers early on in your course to keep in mind what you are preparing for. Examples of these are available online from the exam boards. You will discover that it is

much more difficult to prepare for Sixth Form exams than it was for GCSE, where many of you could rely on native wit to succeed. You must learn a lot, but you must also learn to be discriminating in how you use your knowledge. Staff will guide, help, advise and chivvy you, but in the end you must get through yourself.

However, entry to examinations is conditional upon students having the aptitude required. Very occasionally, students are withdrawn from exams if it is felt that it is not in their educational interests to sit them. Students falling below the 90% attendance threshold in any subject may be withdrawn from the exam.

Changing Your Subjects

By September there will have been several chances to reconsider you're A'Level choices. You should by then be studying the appropriate courses for you.

Very occasionally, a particular difficulty arises in the first month which means a student may consider a change of subject:

- 1) Speak first to your present subject tutors about the difficulty and how it may be overcome.
- 2) If this is unsuitable see the Director of Studies
- 3) A suitable alternative subject must be found with the agreement of the appropriate Subject Leader and a check that the new combination of subjects is viable within the constraints of the timetable.
- 4) Only after full consultation can any change be made.

By the end of October, a significant element of each A Level course will have been covered, so changes of subject are more difficult after this.

Most Year 12 students study four A Level subjects initially with the aim of choosing three A Levels to focus on by the end of January. It is possible to take four A Levels, but this is only an option for highly able and motivated students who are ready to work particularly hard. Starting on three A levels is also an option if you are total committed to your choice of subjects

Note that the following are also compulsory parts of our Sixth Form curriculum

- Wednesday afternoon games/ research activities
- History of Ideas (the course runs from September-January of Y12)
- the EPQ (Extended Project Qualification – the course runs from February-July of Y12)

Attendance

- (1) Full attendance from 8.50 am to 3.45 pm each school day is required unless Home Study has been awarded. Other than during break or lunch (periods 4 or 5), any departure from school premises must be cleared with Mrs Brice in the Admin office or one of the Sixth Form Management Team. Your absence will then be marked with the appropriate code. Then you must still swipe out by using your card on one of the card readers around school. Attendance at Registration, Form Periods and assembly is not just compulsory, it is vital for maintaining communications. Failure to attend increases the burden on your form tutor and Mrs Brice.
- (2) Students who arrive unavoidably late one day should swipe in using the card readers around school, sign in at reception if before 9.20am and then see Mrs Brice if after 9.20am to explain your lateness and ensure that it doesn't happen again.

(3) Punctuality, the meeting of deadlines and full attendance are essential. Future employers often ask for details on the issue – the school will be honest about your record. Employers do not tolerate lateness. As we are preparing students for later life, neither will we. Please refer to the punctuality and attendance policy at the back of this handbook. A 90% 'handing in rate' is the minimum acceptable.

(4) All absences must be covered by a phone call (each day of the absence), and a written note produced on the day of return to school. These should be given to your form tutor.

(5) For impending absences (e.g. university visits or unavoidable family occasions) students should complete a "Request for Absence" form which is available in your student planner or Mrs Brice. Please return completed forms to the Admin Office.

Most reasonable requests for absence are granted, but always go through the proper channels and give plenty of notice. Holidays will always be marked as unauthorised.

Sixth Form Dress and Appearance.

The Langton is a place of work so your dress and appearance should reflect this. All students:

- Clothes should be 'smart casual', not torn and should not bear offensive slogans
- Hair and facial hair should be clean and tidy and be of a natural colour.
- Visible underwear is not permitted at any time!

- Body piercing is not permitted (including lip, nose and tongue studs). Girls are allowed one small earring per ear. Boys are allowed one stud per ear.

Especially for girls:

Shorts and skirts should be mid-thigh length unless worn with thick opaque tights (too hot in summer)

Tee-shirts/tops with thin or spaghetti straps, vest tops and semi-transparent/ transparent tops are not permitted.

Clothing should not be revealing. Remember that very tight, short or low-cut clothing can 'reveal' more than you realise, especially when sitting down!

Especially for boys:

Trousers and shorts to be worn 'on the hips' without revealing underwear

Vest tops and all tops without sleeves are not permitted

Swim shorts are not permitted.

Sixth Form Assemblies

Assemblies are held fortnightly for both Year 12 and Year 13. The programme for these assemblies will include a mixture of presentations from students, from the sixth form management, and from outside speakers. These are advertised via the 'News in Brief' (NIB) each week.

Full attendance is required at each day's assembly. Vital notices and careers information are disseminated and we don't want you to miss out on these opportunities. House assemblies take place on Friday Week A for Hardman,

MacKenzie and Young, Week B Fridays for Sharp and Burgess and you are expected to attend.

You will also have a form period with your tutor every week, which will involve a variety of activities: administration, careers guidance, study skills, teambuilding. Again, full attendance is required.

Whole school assemblies take place only at the end of each term, where the focus is on celebrating the achievements of teams and of individuals, sporting and otherwise. We expect the sixth form, as part of the whole school community, to attend these events. Remaining assembly slots will be used by your form tutor for 'one to one' meetings.

Sixth Form Areas

Any Sixth Former may use the rooms during private study, break or lunch. Café 42 is also available to sixth form students

Some of the Sixth Form Fee is used to support the facilities provided in the Common Room Study Area in addition to some Sixth Form activities.

As over 500 students have access to the room, patience, tolerance and understanding of others' needs are required to create a healthy positive place to relax.

The management of the Common Room is in the hands of a committee of Sixth Formers which meets periodically throughout the year.

The cleanliness and tidiness of the Sixth Form Area is the responsibility of all Sixth Formers. There are ample bins for the number of students who are entitled to use the room and rubbish should not be strewn around the floor. In the past, problems have led to the closure of the Sixth Form Area for a number of days. A rota will operate by which one form will clean the Common Room and another Café 42 at 1.20 pm each day.

Games

For Year 12 students Wednesday afternoon is dedicated to Games and other activities. We expect each student to use this time either

- To represent the school in sports fixtures
- To participate in organised, recreational sport
- To participate in an organised research group
- To mentor younger students
- To carry out work experience or volunteering

For Year 13, there are no compulsory Games lessons. Note that students representing school teams are required to wear formal dress for the occasion.

Some other points

•Smoking is not permitted anywhere on the school site by law. The site includes the cycle path, within visibility of the school and Langton Lane. The 'barn' opposite the school entrance is on private property and must not be used either. This applies equally to students, to staff and to visitors.

Car parking. There is considerable pressure on parking space on the school site, and as such sixth form students are not permitted to park in the school's car parks. If you wish to drive into school, you must park at Canterbury Rugby Club (adjoining the school's playing fields). To do so, go to Mrs Brice and purchase a permit (cost: £60/year/ £10 per term for 6 terms).

Few students know exactly what they want to do for the rest of their lives and even

Things to consider

those that do are now unlikely to remain in their chosen career for a lifetime. That is why it is more important than ever to really explore your options well in advance of having to make any big decisions. Whether you intend on heading straight to university or perhaps are looking for something more hands on with an apprenticeship, your research needs to start today.

There are a number of possible destinations and Higher Education opportunities open to you upon leaving The Langton, these include:

- University Degree
- School Leaver Programme
- Degree Apprenticeship
- Start Working Full Time

Your job over the coming year is to work out which of these options gives you the best start in your chosen field of interest.

It will also be worthwhile bearing in mind the following considerations as you explore your options:

- Don't approach it too narrowly; open your mind to many possibilities.
- Your A Level subjects are very important, but a change of direction is possible.
- For some degree courses, most notably Medicine, relevant work experience is essential and should be planned well in advance.
- There does not have to be a strong correlation between the degree course you choose and the career you find yourself doing. English graduates can become bank managers and chemists can work in the City.

You will be provided with full briefings and information about potential career choices, and particularly university applications during Year 12. However, there are a number of useful websites to further assist with this process. They include:

- <https://www.ucas.com/ucas/undergraduate/gettingstarted/what-study>
- <http://www.purepotential.org>
- <http://www.accessprofessions.com/>

There is no need for students to attend University Open days since all information required is freely available online and general UCAS advice has been given (and is available) in school. Universities will offer "applicant days" after UCAS forms have been completed. These are far more valuable to students than Open Days, which are basically marketing by the Universities. By all means, visit cities at weekends or during the summer holiday, but it is detrimental to students' learning to miss school at this stage.

Any general enquiries about university can be dealt with by Dr Gleave. For information on apprenticeships or student leaver programmes, please also speak with

Support and Guidance

Dr Gleave or Mr Watson when you need additional support or advice

Happy, confident, and articulate young men and women are the future; they will become the leaders of the tomorrow, pushing boundaries and thinking creatively with an inbuilt self-belief.

Our dedicated team believe the pastoral wellbeing of our students is central to nurturing and developing these qualities; honing skills that will see them achieve their potential by building resilience and resourcefulness; enabling them to tackle and overcome potential problems and disappointments head on, and move forward in a positive frame of mind within every sphere

To achieve this there are several layers of support and guidance on offer:

1. Your teachers and Subject Leaders

They can advise you on how to improve your academic performance and explain where and why you might have underachieved and how you can improve. Please see them in person if you can but if not send an email.

2. Your Tutor

They can give you general advice about your overall academic performance, general life in the Sixth Form and other issues. They are your first port of call for both academic and pastoral issues.

3. The Sixth Form Management Team

While the sixth form team have specific areas of responsibility (outlined on page 2), any of them are willing and able to give you advice and guidance on any matter. However, two members of the team have very specific roles to support students

a) Mrs Wells: Sixth Form Pastoral Lead

She will support you in non-academic matters such as feeling low or if you are

experiencing problems at home. If your problems are more complex she will guide you to either the Wellbeing Mentor who can offer regular specialist support

b) Dr Phythian Sixth Form Academic Lead

If you are experiencing academic issues in more than one subject she will be able to give you support and advice on time management, study skills etc.

4. Wellbeing Mentors: Mrs Langley and Mr English

Drop in sessions are offered with Mrs Langley in Mrs Wells' office on

to provide open access to support during the school day.

Regular one to one wellbeing support is also offered.

5. Designated Safeguarding Leads

If you think you or someone else is being maltreated and learning or health is being impaired speak to Mrs Wells, Tina Langley, Mrs Speed, Dr Easterbrook or Mr Peto

What is important is that you talk to someone rather than internalising talking should help you see things more clearly and facilitate your own solution. Seeking help is definitely not a mark of weakness, rather the opposite.

Above all else, work hard, play hard and have the best two years possible then leave knowing you have become the best person you can be with exam results you can be proud of.