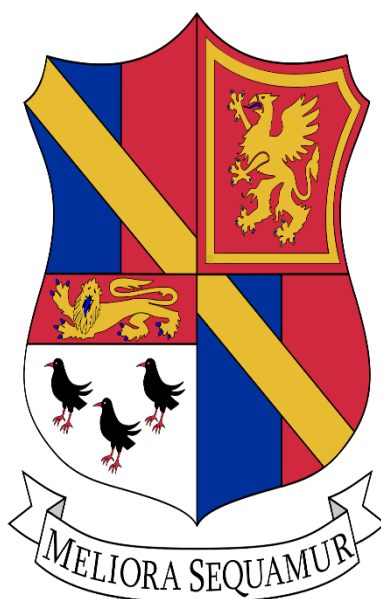




SIXTH FORM HANDBOOK

Your guide to studying at The Langton



2025 -2026

SIMON LANGTON GRAMMAR SCHOOL FOR BOYS
Langton Lane

The Sixth Form Management Team

The Sixth Form Management Team

Dr K.A. Moffat: Headteacher

Mr J. Eagle: Director of Studies

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

Dr S. Phythian: 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 2025 - 2026

Head Students: Atticus Grumett, Ciara Corby
Eddie Coupe, Poppy Courtenay-Snipp

Student Leaders: -

House Captains	Burgess	Anastasisa Shaforostova
	Hardman	Vlad Silvestrov
	MacKenzie	Erin Crossley
	Sharp	Om Patel
	Young	Michael Worsley

STEM	Morgane Argivier	George Allen	Oliver Bridger
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Events	Hannah Everest,	Evie Vincent
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Charity	Adam Dawson	Marie Emptoz	Mitchell Smith
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SU	Benedict Dodd	Michael Worsley	Anastasisa Shaforostova
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Senior Prefects	Ed Hunter	Tom Guest
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Sport Captains	Savannah Butt	Erin Crossley
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Prefects

Library	TBA
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Form Guardians	To be arranged if you would like to volunteer
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Lunch Duty	Year 12 Form rota
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Break Duty	Year 13 Form rota
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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 current A level system means that you will sit all 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

Success at A level requires a certain type of student: -

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

Transitioning to The Langton community from a different school environment is a prospect which can be equally as exciting as it is daunting. The idea of moving to a new school for Sixth Form, leaving your comfort zone and embarking on a new adventure, is a challenge both scary, yet full of promise. However, from the first day I began my Sixth Form life here at The Langton, it was evident to me that it was not only a place of elite academics, yet one of community and support. I'm forever grateful for having the opportunity to attend such an amazing school, where you feel supported and respected through everything, both inside and outside the classroom, and I believe my decision to move here was definitely one of the best I have made.

Sixth Form study at The Langton proposes a plethora of opportunities through all A-level subjects. The subject courses we undertake go far beyond the constraints of the curriculum; we get to further our knowledge and fully comprehend a deeper complexity of understanding regarding our subjects. This is not only due to the amazing trips we undertake, and the competitions we are encouraged to take part in, but mainly due to the enthusiasm and passion to which our teachers display each and every lesson. Teachers at The Langton not only guide students through subject material and exams yet inspire us through their dedication and extensive willingness to help us understand difficult concepts and ultimately, share their passion. Furthermore, I believe the Langton+ initiative embodies the approach our school takes towards fostering and supporting students beyond life at school. It shows the voices of people from diverse backgrounds, each who've taken a different path in life, to widen our perspectives regarding the broad spectrum of limitless opportunities post A-levels.

The Langton is not only a school of academics, but competition and teamwork. The Langton encourages friendly competition and the drive for success outside of the classroom. There is a large variety of clubs and activities on offer at school, this is to ensure there is a perfect place and community for each and every individual. Friendships from these extra-curriculars allow not only distraction from academia but generate new passions and relationships amongst all years. Integration amongst the club members is what helps to build our community. The support during sporting matches from the entire school to the interactive audiences at debate competitions demonstrates how, despite age and interests, our school community is inclusive, supportive and a collective unity. Furthermore, the research projects we undertake at school can give us experience and a wider insight into life in the workplace. It allows us to take a unique angle towards our learning and develop skills which can complement both our studies and future pursuits. The opportunities through Student Leadership roles at our school are also a fundamental part of development in Sixth Form. The increase in responsibility, independence and reliability is imperative, and it promotes cultivation of character, skills and personal development.

However, despite The Langton offering so much through education and extracurriculars, the friends and relationships we build here at The Langton,

is what makes the school such a nurturing and enjoyable place. The school environment is inclusive, fun and respectful. The positive ethos promoted through our school mottos and assemblies, further displays the underlying theme of love and support in our school community. Being a girl especially, entering an all-boys school, it seemed a scary thought at first to attend. Yet, I know from experience that the diverse range of students in our Sixth Form is nothing short of amazing. The relationships I've developed at The Langton are those to which I hope to keep throughout the rest of my life, and I feel incredibly fortunate to have been blessed with friends such as I have made here.

The two years in Sixth Form are fundamental towards personal growth and incredibly influential in our future. I believe The Langton offers so much to each and every student that attends, far beyond the conventional academics the school system in general strives to provide. The Langton is an exciting and amazing journey, one of which I will treasure and always be grateful to have been a part of.

Ciara Corby Head Girl 2025 – 26

Being a part of the Langton is a privilege for all students, but even more so when joining the sixth form. After spending 5 years in the lower school, it offers a refreshing and exciting conclusion to your secondary school experience. The Langton Sixth Form stands at the forefront of education, teaching a wider-view curriculum that encourages students to expand and specialise their knowledge beyond what is taught at A Level. Students' relationships with teachers flourish into friendly and collaborative connections that promote a positive and interactive learning style. Together with the wide range of resources made available to students, including online revision tools, textbooks and the library, the support systems in place are excellent, and ensure all students can grasp the content and apply it to their studies and exams. Teachers are always on hand to help with any queries; all you have to do is ask. The Langton environment thrives on independence and an ability to think and act for yourself, giving students a greater sense of responsibility and opportunity for improvement.

The diverse range of people, cultures, ideas and interests create a friendly atmosphere which both encourages studying, socialising and excelling in everything you do. Free periods in your timetable allow time for both educational and social activities, giving students the chance to enjoy their time in school. Social events run by both the student leadership team and the school itself create great opportunities for meeting new people while promoting teamwork and diversity. The largest of these are charity fundraisers known as the 'Ding-Dong' dodgeball tournament and 'Dong

Chen' World Cup-style football tournament. Social areas like the common room and cafe 42 are great spaces to relax in between lessons or meet with friends, and having access to your own kitchen establishes a space to chat over a meal.

Sport is an important part of life at The Langton, with inter-house competitions being run throughout the year for all students to get involved in, and there are many opportunities for the whole school to support the Langton sports teams, creating a sense of pride and community throughout all years. Students can also embed themselves in the school community through applying for a student leadership role, helping out with open evenings, introductory talks and organising fun events for both the sixth form and the entire student body. Whatever your interest - drama, music, mathematics or science - Langton inspires everyone to get involved.

Sixth form at the Langton not only encourages students to excel academically but provides opportunities to join innovative research programs in a range of subjects, compete in STEM competitions on the world stage and engage in extracurricular activities that further both a student's capability in the real world and teach skills not necessarily found in the classroom. Our wide range of student-led societies promote inclusivity through education over current issues and allow like-minded people to engage in discussion of academic topics that may not be covered by their A-levels. Behind all of these opportunities, our careers team are outstanding in providing support and access to exclusive workshops, lectures and work experience from industry professionals and universities. All of this opens new doors to Langton students and helps prepare them for the next step in their education or training.

My piece of advice to any student joining the Langton sixth form would be to grab every opportunity you can and make the most of your last few years in school, it really does fly by.

Atticus Grumett Head Boy 2025 – 26

The Langton 6th form – a parent's perspective.

I have been fortunate enough for both my son and daughter to attend The Langton 6th form.

My son joined the school in Year 7 and was very much a Langtonian by the time he reached Year 11 so it was a no-brainer that he would continue into the 6th form. From the day he started in 7M with Mrs Sheppard as his form tutor, his loyalty to his Mackenzie friends and House has been unwavering. He was proud to become Mackenzie House Captain in Year 13 under the leadership of Dr Easterbrook and spent numerous evenings on car park duty in the playground during school events – unglamorous but necessary! His choice of studying History at A-level and ultimately at university was inspired by the passion of his GCSE History teacher, Mr Mattingly, who also ignited in him a passion for all things basketball. Indeed, Mr Mattingly is still revered in our household! It almost goes without saying that the passion Langton teachers show for their subjects is beyond expectation.

Sport played a very big part in my son's experience of 6th form as he was part of the fledgling Elite Sport Hockey Academy under the leadership of Mr Gooding. They had a great team with many talented players and benefitted from training at Polo Farm several times a week. I'm sure the school minibuses know the way to Polo Farm by now, they've been there so many times! The team enjoyed much success during those two years, and I know that many of those young men are still playing club hockey.

He was also lucky enough to have the opportunity to go on a number of amazing school trips in the 6th form. This included the Physics trip to CERN in Geneva to visit the Large Hadron Collider – how cool is that! More sobering, but equally important, was the trip to Krakow in Poland which included a visit to Auschwitz. In Year 13, he spent the February half term on tour with the cricket team in Barbados, having the opportunity to play cricket against local youth teams and also watching a one-day match between England and the West Indies. It is the legend that is Mr Raines who we have to thank for these last two trips. My son and I have recently reminisced about the Barbados trip, and he told me just how grateful he is to Mr Raines for organising this once in a lifetime experience. Truly awesome!

My daughter obviously had a different experience of 6th form having joined Year 12 from an all-girls' school. Her motivation in changing schools was to study sciences and to join the Elite Sport Hockey Academy, but she benefitted from so much more than that!

Perhaps, because she has a brother, my daughter had no hesitation about joining a boys' school. In fact, she already knew many Year 12 students either from primary school, sporting activities or social media. She was always quite outgoing, and The Langton 6th form suited her as she was able to make a large social circle. Almost right from the start she took up every opportunity which presented itself including joining the girls' rugby team and the netball team. There was such muddy triumph to be had when the girls' rugby team won the Kent 7's. Not bad for a side who had only trained

together for six months under the guidance of Mr Watson and was made up mostly of hockey players and athletes who had never played rugby before. Her sporting success continued as she went on to become the captain of the Hockey Academy in Year 13, a real honour as she was one of the few girls in the team.

Both of my children immersed themselves in the many opportunities The Langton has to offer. They both took part in the Wednesday afternoon GENE project which is run by Dr Morris and the Biology department. This gives students a chance to learn the hands-on techniques of genetic engineering which are used in modern research laboratories. They participated in the many traditions of the school including the sponsored walk, Remembrance assembly, Ding Dong, Dong Chen, Commem., and Prom. They both received senior colours for their achievements in school sport and my daughter served as Head Girl in Year 13.

I haven't said much about the A-level teaching in The Langton 6th form, but I know from speaking to my young people that their teachers were passionate about their subjects and had really strong subject knowledge. The lecture style of teaching could sometimes be a challenge but prepared them both as independent learners who were well equipped for their time at university. Recently, I asked my daughter what was the best part of her 6th form experience which prepared her for life at university, and she replied, without hesitation, that it was the EPQ. Writing a six-thousand-word essay when you are only seventeen is a tall order but the opportunity to research and write about a subject you are passionate about is a great experience. Certainly, those skills of research and synthesis of information are transferrable skills with many applications. Studying for A-levels is not without its challenges but if the going got tough, there was always the listening ear of Mrs Wells to turn to. I was fortunate that neither of my children needed support from the pastoral team but it was always reassuring to know that, had they needed it, a team of trained councillors would have been available to listen and offer advice, whatever the problem.

So, what of my offspring now? Well, they are both making their way in the world as confident young people. My son is as fiercely loyal to his "homies" as he ever was when he was in 7M. They meet up whenever they are back in Canterbury and have shared many a football match and party together. My daughter is currently at university and will be sharing a house next year with two muddy rugby friends who she met in 6th form at The Langton. They may not realise it yet, but the legacy of The Langton 6th form will live long in their lives. Having not been fortunate enough myself to experience schooling of the same calibre as The Langton, I am truly grateful, as a parent, for the teaching and opportunities they have both received. My advice to anyone who is considering applying to The Langton 6th form is that they should grab the opportunity with both hands. It's hard work studying for your A-levels but ultimately it's very rewarding. I wish you well!

Mrs Bashir

Opportunities

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 especially the sixth form and are supported in this by the Student Leaders.

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, quizzes 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.

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:

Clubs and Societies

Sixth form opportunities Clubs and societies

Music	Mrs Renshaw-Kidd
Drama	Miss Taylor
Physics projects and astronomy	Dr Lesworth and Dr Roch
Chemistry projects	Miss Dunsterville & Mrs James
GENE project	Dr Morris
Boys' Competitive Sport	Various Coaches
Girls' Competitive Sport	Miss Sheppard
Recreational Sport	Mr Lyttle
Biomedical Society	Miss Dunsterville
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	Mr Prochorowicz
Student Union	Benedict Dodd/Michael Worsley
Langton Library/ Archives	Ms Hofer
Tong Arts and Humanities Society	Dr Taylor
Big Primes project	Dr Towler

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

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 grades and the grades on your Learning Reports will be in relation to your benchmark grades.

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 April/May of Year 12, you will sit school 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 textbook and teachers notes which may have been the basis of your success at GCSE. There are textbooks 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 your work. Plagiarism is unacceptable.
- 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 four hours per subject each week. 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 homework 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, the canteen extension or the quiet study classrooms set aside for you to study in. You will also have two supervised 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 first 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.
- e) There is no Home Study on Wednesdays.

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 your 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.

Many 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 at the latest. 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 totally committed to your choice of subjects

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

- 1 hour of extra curricular activity/ games/ research activities
- Langton+
- EPQ

Attendance

- (1) Full attendance from 8.50 am to 3.45 pm each school day is required unless Home Study has been awarded. 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. You must also 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, then see Mrs Brice to sign in and 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. 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)

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. There are advertised via the 'News in Brief' (NIB) each week.

Full attendance is required at each fortnightly 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 450 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 do 1 hour of extra curricular activity which may or may not be on the Wednesday afternoon. They may: -

- Represent the school in sports fixtures
- Participate in an organised research group
- Mentor younger students
- Carry out work experience or volunteering
- Participate in an extra curricular activity which may be musical, debating, drama, or subject related

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

Some other points

Some other points

- Smoking or vaping 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, staff and 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).
- A 6th form fee of £25 is due from every student at the start of year 12 and year 13. The proceeds of this go towards activities for the students as well as the 6th form facilities. This is payable on WisePay under invoices 6th form fee.
- Few students know exactly what they want to do for the rest of their lives and even 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.

Things to consider

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 several useful websites to further assist with this process.

They include:

- <https://www.ucas.com/ucas/undergraduate/gettingstarted/what-study>
- <http://www.purepotential.org>
- Unifrog
- <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 Dr Gleave or Mrs Kendrick-White when you need additional support or advice

Support and Guidance

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 Form 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 Mrs Bayley

Drop-in sessions are offered with Mrs Langley in Mrs Wells' office on various days, advertised on the posters 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, Mrs Tina Langley, Mrs Speed, Dr Easterbrook or Mr Peto as the safeguarding leads in school.

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.