



THE CEDARS
SCHOOL

Sixth Form Handbook

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Code of Conduct

Sixth Form students are expected to abide by the whole school Code of Conduct unless detailed otherwise below.

By virtue of their seniority, a very high standard of maturity and responsibility is expected of Sixth Form students at The Cedars. They will model mature, orderly and well-mannered behaviour while in school and while travelling to and from school. They will treat all other members of the school community with respect, and, whether prefects or not, are expected to show practical concern and support for younger pupils, and they will treat school building and property with exemplary care.

Any breach of common sense or common courtesy is likely to be a breach of school rules. Clearly any breach of the law of the land is a serious breach of school rules. Compliance with school rules and any amendments made from time to time is a condition of students' continued membership of the school. They are expected to adhere to school rules whilst under school discipline, i.e. throughout the day, on their way to and from school, and during any school-based activity.

In particular, the following regulations apply:

Dress Code

Students will be well groomed and maintain high standards of appearance and decorum: we dress not only for ourselves but for others, and as befits the occasion. Sixth Form students dress as they behave, and show respect towards those they represent and serve: the School and the wider community.

The whole educational project tends towards personal flourishing through the acquisition of virtue and the development of character. It is therefore fitting that our dress code allow young men - conscious of their dignity and confident of their own identity - to express themselves in the way they dress.

Sixth Form students at The Cedars may wear:

- A suit, or 'smart casual'.

If smart casual, the following criteria should be observed:

- A jacket/sports jacket or blazer
- Trousers should be tailored, and with a crease. No jeans or jean material.
- A shirt with a collar, not a polo or t-shirt
- A tie
- Smart shoes, not necessarily lace-ups, but not trainers or sandals.

In colour, design and cut, all clothes and shoes should be sober. Garish or extreme combinations - especially socks - are inappropriate.

All clothes should be clean, in good condition, without discernible rips, tears or holes. Shirts and trousers should be well pressed/ironed.

Hoodies are not to be worn, either to or from school.

Hair must be straight-forward, non-ostentatious in style. There should be no sharp distinctions in hair length between the top and the back and sides, of natural colour, and with no steps or design of any sort. It should be tidy, clear of the face and collar and no less than a grade 2. The face should be clean shaven. Beards and moustaches are not permitted.

The judgement of the school in all matters relating to dress is final.

Attendance and Punctuality

The requirement for students to maintain high rates of attendance and punctuality is self-evident and explains why schools insist on its importance. Because The Cedars is a small school with a very small Sixth Form, attendance and punctuality take on far greater significance.

If just one A level student is missing from class, that can often mean 25% of the class – or more - is absent. As it is difficult to work at the required pace through a subject specification if a sizeable proportion of the class is missing, one student's absence is likely to have a direct impact on the learning of others.

- Medical appointments, driving lessons, holidays etc. should, as far as possible, be scheduled outside of school time.
- Students make every effort to be early for school and punctual to lessons during the school day.

Absences if a student is unable to attend school due to illness, parents are asked to inform the School Office as soon as possible and not later than 8:45am.

Please report absences to the school office from 7:45 am to the school office morning by phone or email on: **absence@thecedarsschool.org.uk**. This e-mail address may also be used to warn us that a student will be late. Mr Doran should be copied in to such emails (cdoran@thecedarsschool.org.uk).

Please note that a **written explanation** is required for every period of absence. Therefore, if the phone has been used for the initial notification, an e-mail or note should also be sent to confirm the reason for a student's absence. This also applies when a student has called or emailed because their journey to school has been delayed.

If a student has a medical appointment, parents are asked to inform the school in advance using the same absence e-mail address. If parents would like their son to be excused from school for any reason other than sickness or a medical appointment, a formal request should be made in writing to the Headmaster, giving as much notice as possible.

Holidays: parents are reminded that pupils may not be taken out of school during the term dates as published in the school's calendar. Any exceptional request for leave of absence during term time must be done in writing to the Headmaster giving as much notice as possible.

Regular or extended absence and/or lateness could jeopardise a student's place in the Sixth Form

Use of Personal Electronic Devices in School

Smartphones

Permission to bring smartphones into school is a privilege granted to Sixth Form students in view of their greater maturity.

Phones will be placed in lockers at the start of the school day. Phones may only be used in the Sixth Form Common Room, and that for a specific reason.

Students who use their phone excessively at break or lunch will lose the privilege of bringing a smart phone to school.

Inappropriate use of phones, as outlined above, or in any other way, will result in their confiscation until the end of the school day. Repeated misuse or excessive use of smart phones in school could result in the complete loss of this privilege.

WiFi, Laptops and Tablets

A WiFi network has been set up in G1 for Sixth Form use. Subject to the conditions below, students will be allowed to bring a personal laptop or tablet device to school.

- A member of staff will input the WiFi code so it will not be known by students. A record of the device name and its MAC address will be taken.
- WiFi access will only be given to laptops and tablets, not to smartphones.
- The provision of laptops and tablets is granted to facilitate study. While at school they are for school work only. The use of electronic devices, including internet use, will be monitored.
- Sixth Form students should read this document, as well as [School's Acceptable Use of IT](#). They are expected to use all IT facilities – including their personal devices – in accordance with these terms. Inappropriate use may result in disciplinary action.
- Where, in the judgement of Head of Sixth Form and in consultation with colleagues, a student is seen to lack the self-discipline and maturity to use electronic devices effectively, the privilege of using them in school will be withdrawn, either temporarily or permanently.

No device will be given internet access until the Consent Form and Acceptable Use Agreement are submitted.

Smartphones and electronic devices are brought onto the premises at the students' own risk.

General behaviour

Break and Lunch times: Sixth Form students may leave the school premises at break and lunch, but must abide by the following conditions:

- They must sign out at the school office
- They must behave in an exemplary manner
- They must return to school with sufficient time to be prompt to lessons.

Repeated lateness will result in the loss of this privilege for the remainder of the half term.

Travelling: when using public transport or travelling by other means, students will show due respect and courtesy towards fellow passengers and other members of the public.

Representing the school: students will be prepared to represent the school whenever selected, including weekend fixtures. Any request to be excused from a fixture should be made by the student's parent or guardian in writing to the teacher in charge of the team. Such exceptional requests must be made well in advance and in any case not less than 48 hours before the fixture is due to take place. The same principle applies for all other school extra-curricular commitments.

Food and drink: with the exception of water, which may be drunk from a transparent bottle in lessons at the discretion of the teacher, food and drink should only be consumed during breaks in the designated areas: the dining hall, the Sixth Form kitchen, and Common Room.

Food and drink is strictly forbidden in B1.

The type of food and drink allowed in the school will be in accordance with the guidelines issued for healthy eating in schools and should contain no nuts. In practice this will mean a sandwich and a piece of fruit. No crisps, popcorn or similar, chocolates, sweets or fizzy drinks are allowed.

Jewellery: wearing bracelets, rings or other items of jewellery is forbidden. The only exception is a plain necklace such as a chain and medal under the shirt which must be removed during Games lessons.

Chewing gum is strictly forbidden and should not be brought into school.

Rewards and Sanctions

Sixth Form students will receive commendations for an exceptional

- piece of work
- effort in academic, sporting or other extra-curricular activities
- contribution to the life of the school in music, drama, sport, or other school event
- example of living out the ethos of the school.

Establishing and maintain good routines is fundamental to success at A level. Therefore, we will always hold students to account for not keeping them.

Specifically, subject teachers will issue a *non satis* to students for:

- Lateness to lessons
- Not having necessary materials
- Failure to complete homework or submitting homework which is sub-standard. Students will also have to hand in the work later that day or the following day
- Inattentiveness, immaturity or tiredness, where the student fails to react decisively after the infraction has been pointed out.

If there are repeated instances of such behaviour within a short time frame (within a week), subject teachers will make a **referral** to the Head of Sixth Form, and parents will be informed.

Year 12 and Year 13 Assessment & Reporting Schedule 2019-20

Michaelmas Term		
Submission date	Year 12	Year 13
Friday 20 th Sept	Assessment Tests 1	Assessment Tests 1
Friday 4 th Oct	Assessment Tests 2	Assessment Tests 2
Friday 11 th Oct		Oxbridge/Medicine UCAS reports & Pred Grades
Friday 18 th Oct		UCAS Report & Pred Grades
Half-term		
Monday 4 th Nov	Assessment Tests 3	Assessment Tests 3
Sixth Form Parents' Evening Thursday 7th November		
Friday 22 nd Nov	Assessment Tests 4	Assessment Tests 4
Thursday 5 th Dec	End of Term Report	End of Term Report

Assessment Tests

- Timed assessments will take 45 mins (study periods may be used)
- Assessment work may also be set
- Results entered on ISAMs as a) a percentage and b) an A Level grade

Hilary Term		
Submission date	Year 12	Year 13
Y12 Interim Exams & Y13 Trial Exams w/c Monday 20th Jan		
Friday 31 st Jan	Y12 Interim Exam Results	Trial Exam Results
Sixth Form Parents' Evening Thursday 6th February		
Friday 14 th Feb	Assessment Test 6	Assessment Tests 6
Half-term		
Friday 13 th March	Assessment Tests 7	Assessment Tests 7
Friday 27 th March	Assessment Test 8 (summative)	Assessment Tests 8 (summative)
Thursday 2 nd April	End of Term subject reports	End of Term subject reports

Trinity Term		
Submission date	Year 12	Year 13
Friday 8 th May	Assessment Tests 9	Assessment Tests 9
Friday 22 nd May	Assessment Tests 10	Assessment Tests 10
Half-term		
Year 12 End of Year Exams 16th - 25th June		
3 rd July	End of Term subject reports	

Starting Out Well

Attendance at lessons

- If you know you are going to miss a lesson, tell your teachers in advance.
- If you do miss a lesson, it is your responsibility to ensure you catch up the work.
- Five days after a missed lesson, 'I was away that lesson' becomes an invalid excuse.

Use of class time

Experience shows that inattentiveness in class always results in underachievement in exams. So:

- You should arrive to class punctually and with all the required equipment.
- Look as if you mean business: abide by the dress code, sit up in class, look interested.
- Take an active part in lessons.
- Don't wait to be told to take notes: an active pen is a good sign of an active brain.
- ASK IF THERE IS ANYTHING AT ALL YOU ARE NOT CLEAR ABOUT.
- Don't speak when someone else is speaking – it's bad manners.
- If you are quiet by temperament, we respect that. Try, all the same, to make at least one contribution in each lesson: ask a question or a point of clarification.
- Be disposed to learn from each other. Don't treat a discussion like a tennis match; still less like a war. Rather listen and try to understand the viewpoint of others. Ask them questions. Show appreciation of good ideas.

Personal Organisation & the Quality of Work

The two clearest signs of a well-motivated student are their effort to be well-organized, and the care they take to produce work to their best standard.

- Make a general schedule for the week that includes paid work, socialising, clubs, etc. This will help you
 - get everything done and meet deadlines
 - acquire the right balance between work, rest and relaxation.
- Successful A level students do 21 hours of independent study. *Your goal for the first half term of Year 12 is to build up gradually to this.*
- Use your Study Planner to record assignments, track progress etc.

Organising notes

- Follow the advice of subject teachers about how to organise your notes.
- The following system for organizing notes is 'tried and trusted':
 - Get a large ('Lever Arch') folder for each subject. Keep them at home.
 - Keep current notes and materials in a single file which you bring to school. Use dividers to separate out the subjects. Move notes to the subject files when you change to a new topic.
- However your notes are organised, have an effective numbering system. Files can be dropped, and papers can end up in a heap. Numbered pages are far easier to reorder!

Personal Study

- Decide where and how you work best.
- You may need to work on your concentration span. Set realistic targets for increasing this until you can do a solid hour without a break.
- Try to do as much study as possible at school in the quiet study area or the LRC, where you have resources and teachers at hand.
- In the evening, try to do at least an hour before supper; most people find it harder to work after they have eaten.
- The alternative to staying up late and burning the midnight oil: go to bed at a sensible time and if necessary, get up early. Yes, it's a pain, but you will work twice as efficiently once you get started.
- Do work on the day it is set. Do it to the best of your ability in the time you have.
- Never be ashamed of your best. You will almost certainly find some things hard. Failures are always successes when they teach you what you did wrong.

Meeting Deadlines

Acceptable reasons for not meeting deadlines might include:

- Serious injury – involving temporary or permanent disability
- An 'act of God' – lightning strike, hurricane, famine, earthquake, etc.
- A family crisis or illness – in which case you will always email/phone school.

Anything else is an EXCUSE for why one has failed to manage one's time effectively.

Some excuses should never even cross your mind, let alone your lips:

- **OTHER COMMITMENTS:** 'I was working until ... so I didn't have time ...' If you can't manage to balance the demands of Sixth Form studies with a part-time job, then **CUT DOWN YOUR HOURS, GIVE UP PART TIME WORK COMPLETELY, OR GIVE UP A LEVELS.** [The chances are you don't really have to do any of these; you just need to manage time better.]
- **PLAYING 'THICK':** 'I couldn't do it – it was too hard'. This is almost always a poor excuse. Your teachers get paid to help you if you find something difficult. All you need to do is come and ask for help. If you leave a piece of work until the night before – and THEN find 'you can't do it', you can't expect much sympathy when you don't hand it in (but you'll still get help with it). The only way to prove you can't do something is by doing it! - giving it your best shot, even if you think it is really bad.

NEVER miss a lesson because you can't meet a deadline; missing **TWO** appointments is not the solution to having already missed one!

'Burning the midnight oil' is not advisable, but it is an admirable testimony of one's commitment to one's studies – so do it rather than come to class 'empty-handed'.

We want to write the word **RELIABLE** on every report we write about you (especially UCAS). If we can't, it'll be your fault.

Techniques for Effective Independent Study

For success at KS5, the balance between teacher-set class and homework and independent study has to move decisively in favour of independent study. So, as a rule of thumb, for every 45 minute period, you should be doing 90 minutes of independent work. Here are some ways in which you can do this effectively:

Revisit notes (not just the most recent)

- Add to them
- Annotate them

Make revision resources

- Re-write notes more briefly
- Convert them from one form into another: Interchange information between tables, spider-diagrams, word-clouds (wordle.net), bullet points, continuous prose, etc.

Wider Reading

- Pick an article relevant to an area of study in the subject (student journals, internet, newspapers etc.)
- Print/photocopy the article and put it in the folder along with annotations or a brief summary (possibly on a large post-it note, stuck to the article)
- Become an expert in a topic you particularly enjoy
- Read a biography of an important figure related to your studies

Past Papers

- Attempt a question without referring to your notes or books. Do it in timed conditions.
- Refer to your notes/books/other sources to improve your answer.
- Mark the answer against the mark scheme.

Self-directed Learning

Among the main reasons for underachievement among Sixth Formers, two stand out:

- the failure of a student to take ownership of his learning, and
- the failure to address problems when they first arise.

The best way to avoid falling into these pitfalls is to establish routines of

Reflect - *What did I do well today? What did I do badly, or not do? What can I do better tomorrow?*

Talk – with friends we trust, teachers and, especially, **tutors**, to get a broader perspective

Take action – decide on a strategy, make yourself accountable for it, so that you will be able to stick to it.

