

# The Willink School

## Sixth Form Handbook



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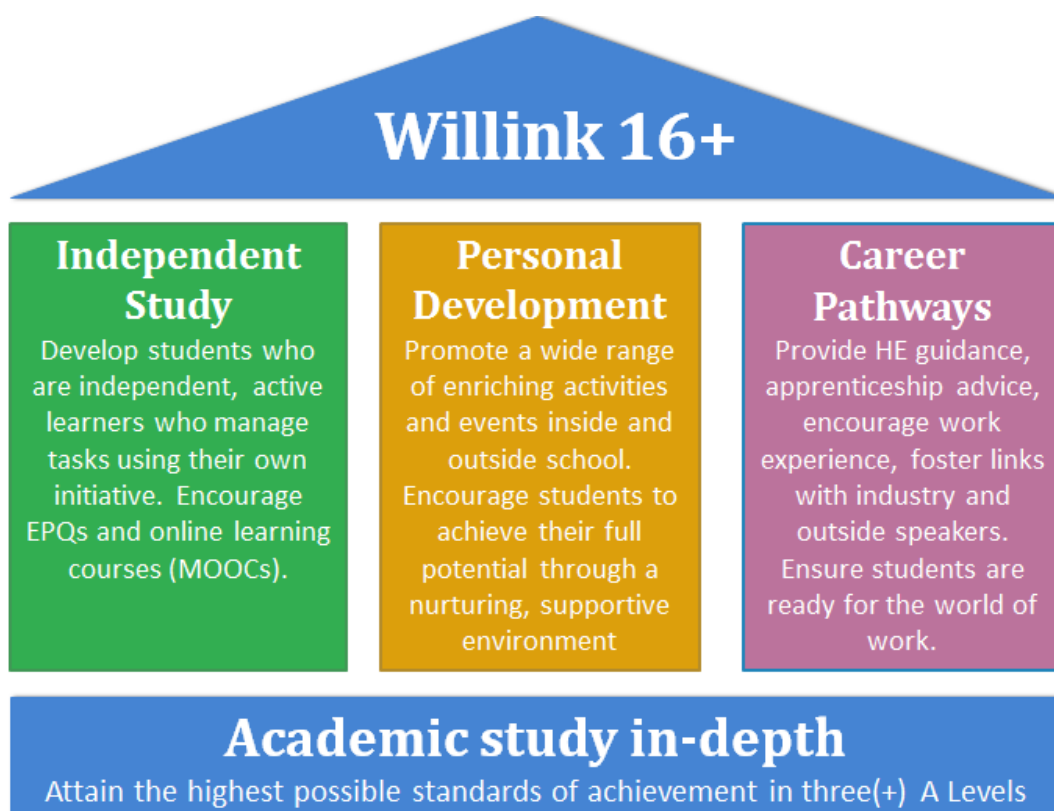
# Welcome to The Willink School Sixth Form

We believe that your two years here at the Sixth Form will be amongst the most important in your life. You will be studying the subjects you are passionate about, making important decisions about your future and, we hope, going from strength to strength on an academic and social level.



We have a commitment to supporting you on this important journey.

Our aims in the Sixth Form are as follows:



This handbook is designed to give you some information and advice. It is **not** a substitute for asking for help whenever you feel that you need it. Please do come and see any member of the Sixth Form team for any support and advice.

## The Common Room, Study Area and N4

The Common Room, Study Area and N4 are provided to enhance the Sixth Form experience and as such we **all** have a responsibility to look after it for **now and for the future**. The school has made significant investments in the Sixth Form so please show respect in how you treat YOUR study areas.



- The Common Room is available for relaxation after school, and during break and lunch only. You may use the common room to work when you are not in a lesson or in a private study session. **Please show respect for the common room! It is a fantastic space to study and being considerate will ensure everyone will benefit from it.**
- If the area is too full, you will normally be able to use N4. If you find you do not have enough space to study, please speak to a member of the Sixth Form Team or your subject teacher.
- The Common Room, Study Room, N3 and N4 are for all Sixth Formers to use (when there are no lessons in the classrooms- please see timetables on the doors for when N3 and N4 are in use) and thus must be used showing consideration for others. We work on the basis of **respecting others' right to learn**.
- For the benefit of everyone the Study Room should be used for quiet study at all times. There should be **no eating or drinking** in the Study Room or N4 during lesson times. The computers should be used individually and not by groups: they are not for games and must be **logged off** at the end of the day.
- Music may be played in the Common Room **at break and lunch only**. Please remember, when you are on break, other students will be in lessons; there are teaching rooms directly above the Common Room.
- Individuals are **responsible for clearing up** after themselves. Any damage should be reported via the Sixth Form office to the caretaker or duty cleaner. Serious damage should be notified to the Head of Year.
- Ball games and "rough and tumble" behaviour are not appropriate in the Common Room or outside the Sixth Form.



## Covid-19



In order to minimise the risk of transmission of Covid-19, the school as a whole will implement the following approaches and protocols:

- Students are required to wear face coverings on public and school transport
- Students will be asked to wear face coverings in corridors and confined spaces
- Hand sanitiser will be applied on entry to each classroom/lesson by the teacher.
- Resources, including computer kit, and desktops will be cleaned at the end of each lesson.
- Hand sanitiser stations have been installed around the school, though students are also encouraged to carry their own sanitiser - containing 60% alcohol (ethanol or isopropanol) which is the recommended level to inactivate Covid-19 Virus.
- Additional cleaning will be provided during the school day – specifically to clean items and areas liable to human touch.
- There will be staggered breaks, lunchtime and end of the school day during which students will be restricted to their year group bubbles. Year 12 and Year 13 are treated as one "bubble". Staggered departure for other years from 2.55pm-3.05pm with buses leaving at 3.15pm as normal.
- Each bubble will have a designated area for social time and have sole access to and use of the canteen.
- There will be designated toilet facilities for each year group during break and lunchtime.
- Some additional wash basins have been installed.
- Water fountains will be out of use. Water and drinks will be available via the canteen, but students are encouraged to bring a bottle of water for use during the school day.
- Where it is feasible there will be a one-way system in corridors. To ease congestion further, external doors to classrooms will be used wherever possible.
- Doors will be left open where possible. Windows will also be left open for ventilation.
- Student desks will face the front of the classroom wherever possible and group work prohibited.
- Practical subjects will follow a prescribed protocol regarding the allocation of equipment to individual students and the cleaning of equipment before next use.
- There will be a limit placed on the number of students allowed in the Library Resource Centre. Any books checked out will be subject to quarantine on their return.

Any student who develops symptoms of Covid-19 will be sent home and will need to have a negative Covid test before returning to school.

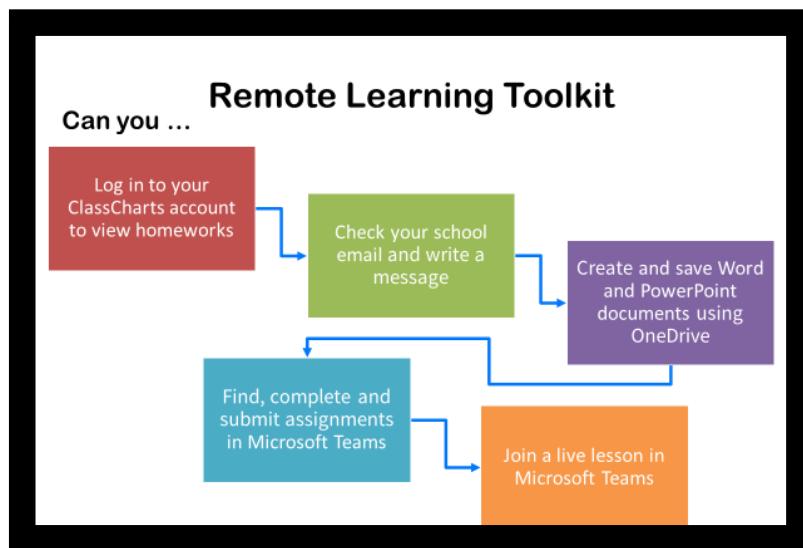
## Sixth Form Specific Guidance

- We have introduced flexible study for Sixth Form students. Students will arrive at school in time for their first lesson and leave at the end of their last lesson. This means if a student has a lesson Period 4 and Period 6, they will arrive for 11:50am and leave at 3:05pm
- The intention is to reduce the risk of unnecessary contact by limiting numbers in the common room during non-contact periods.
- Students unable to travel independently from school transport will be allowed to stay on school site from 8:40am-3:05pm- if this is the case for you, please inform your tutor.
- Parents should complete the attached form so that the school is clear about which students should be on, or off, site at any point in time  
<https://forms.office.com/Pages/ResponsePage.aspx?id=7TBkFO05YU-N3Yhzdei1b0m4iiYri7IAhz7OHo4HkRVUQVhIOU1GRDdQWEhNUkRYN0k2TktHWTBTi4u>
- Sixth Form students are expected to take responsibility for taking appropriate Covid precautions during their independent time. This includes social distancing, cleaning shared equipment and surfaces, avoiding overcrowded spaces, avoiding mixing with other bubbles and keeping share spaces well ventilated.

# Remote Learning

In the event of a partial school closure or another full lockdown, it is imperative that you have access to the correct software to ensure remote learning is as successful as it can be. This software includes:

- ClassCharts
- Microsoft Teams
- Office 365, which includes:
  - School emails (with the domain '@willink.w-berks.sch.uk')
  - OneDrive/ Sharepoint
  - Access to the Sixth Form Independent Work folder



## Remote Learning Top Tips!

For remote learning to be successful, we suggest the following actions:

1. Download Microsoft Teams to your device. Teams is compatible with Apple (Mac, iPad and iPhone), Android and of course Microsoft. It has an intuitive App, which allows for easy access to your various teams as well as easy connection to live lessons or assemblies!
2. CHECK YOUR SCHOOL EMAILS AT LEAST ONCE PER DAY!
3. Follow your timetable! Use your time wisely and be strict on when you work. It is vital to stay up to speed with work and not fall behind as this will add stress.
4. Dedicate somewhere to work! Having a FIXED location to work at specific times will ensure you feel in the right frame of mind to be productive. Do you have a desk? If so, ensure it is tidy and a positive working environment. If not, do you have somewhere without distractions?
5. STAY IN TOUCH! If you are struggling, you will not be the only one. Your tutors are there to speak to so please just drop them an email.



## What to do if...

I'm too ill to attend my Sixth Form lessons

Phone the main school office on 0118 983 2030. When you return to school make sure you see your teachers to catch up on any work missed.

I need to request an authorised absence

Regular attendance is vital to succeeding at your A Levels but there may be occasions when you need to request an authorised absence. For example:

- Driving tests (NOT lessons)
- Family circumstances
- Medical appointments
- Work experience
- University visits or Apprenticeship interviews
- Religious holidays

I am struggling to cope with my studies or meeting deadlines

Complete a green form from the study room and hand in to the Sixth Form Office before the absence for approval.

I need some careers advice or guidance

Speak to your tutor or one of the Sixth Form team. It may be that you might benefit from additional study support or mentoring.

We are here to help; just ask!

I'm having a tough time and it's affecting my work

Speak to your tutor or one of the Sixth Form team as soon as you can. They will be able to assist you and give you some advice.

I want to leave the school site during the day

Students are expected to be on school site during registration, lessons and study periods. Students may leave site when they have no lessons (Yr12 after October half term) but **MUST SWIPE OUT AND BACK IN** using their ID card (no tailgating) and be back in time for lessons.

Leaving site during the school day is a privilege for Sixth Formers that could be revoked if abused- please respect the process.

I want to apply for home study

Following Learning Review Day in December, Year 12 students may apply for up to ten study periods at home over a fortnight. Authorisation is needed from your parents and each of your subject teachers as well as the Head of Sixth Form. You will not be able to request period 1 on the days you are expected to be in assembly.

Year 13s will be able to apply for Home Study

Does Parents' Evening still occur in Sixth Form?

Parents' evening is an important part of tracking progress and reflecting on learning. There will be a Y13 parents' evening in October and a Y12 parents' evening in March. There will also be a Learning Review Day in December.

# Sixth Form Code of Conduct: Expectations and Consequences

The Sixth Form is a partnership between you and your teachers. We will endeavour to provide you with the best possible educational experience including high quality lessons, marking of regular assignments, pastoral support and opportunities to take part in a range of social, cultural, recreational and sporting activities. We expect you to respond showing commitment to your chosen studies and to the school.

In addition to the published Willink School behaviour policies found at <http://www.willinkschool.org.uk/Parents/Policies/> the following code of conduct is expected from all Sixth Form students. Breaching this code of conduct will lead to sanctions. Persistently breaching these requirements in a way that seriously harms your education or the education of others will put you at risk of permanent exclusion.

## Attendance and Punctuality

All Sixth Form students are expected to arrive punctually at all lessons, and to attend all lessons, registrations, private study, assemblies and tutor periods is expected.

- Students are expected to register in their tutor room at 8.40 every morning unless they have approved Home Study.
- School ID must be worn at all times.
- Planned absence must be notified in advance via a green form handed in to the Sixth Form Office. Permission is only given for unavoidable appointments. Evidence should be given for medical appointments. Holidays should not be taken in school time.
- Parents should notify unforeseen absence or illness by phone or email to the school office at the start of the school day.
- Year 12 students will be allowed off site during break and lunch during term one's settling-in period up to October half-term. Students must swipe in and out when leaving site.
- Year 13 students are permitted off site when not in timetabled lessons or study sessions but must swipe in and out when leaving or arriving at the premises.
- Permission to leave the school site is a privilege, not a right, which can be reviewed to improve academic performance.

## Work and study ethic

Students are expected to:

- Bring commitment and enthusiasm to studies in class
- Meet all deadlines and complete homework, coursework and independent study as directed and to the best of their ability.
- Follow good principles of classroom conduct as outlined in the school's behaviour policy.
- Catch up on any missed work.
- Make best use of independent study time outside classroom lessons.
- Ask for help when needed.
- Keep part-time work outside of school to a maximum of eight hours a week (and none at all during the school day).

### General Behaviour (in addition to main school policy on Behaviour)

We have very high expectations of the behaviour of all members of the Sixth Form. This includes:

- Act in a manner which is courteous and a credit towards the school staff, students and visitors and to uphold the school's reputation in the community.
- Concessions such as use of mobile phones and eating outside the canteen only apply to the Common Room and Sixth Form garden
- There is a zero tolerance to drugs and alcohol in Sixth Form. See the school's Drugs policy for further details.
- Smoking is not permitted on site or publicly in the local area around the school.

### Sixth Form Dress Code

We recognise that Sixth Form students are seen as role models to younger students in school and as such, have a responsibility to model behaviour and expectation. Although we want Sixth Form students to feel comfortable and to be able to express a degree of individuality during the school day, we also want to promote a professional working environment, as well as a positive image to the wider community.

At Willink appropriate dress means:

- trousers or **smart** jeans.
- dresses, skirts or tailored shorts which can be just above, on, or below knee length
- shirts, blouses, polo shirts, smart t-shirts or knitwear.
- the discreet wearing of items of religious symbolism is permitted.

**Inappropriate** dress means no:

- tops which overexpose the body, low cut tops, crop tops that show the midriff. I think this statement is still problematic.
- indiscrete facial piercings (discrete nose stud is acceptable, but no rings) or visible tattoos.
- haircuts of extreme fashion e.g. no shaved heads less than grade 2, exaggerated stepped or unusual colours.
- visible underwear.
- ripped clothing.
- flip flops or sliders.
- tracksuits or leggings/jeggings (unless used for PE).
- clothing bearing political or contentious slogans/images
- clothing which is discriminatory or culturally insensitive

## Sanctions

Our students are almost always a great credit to the school. Occasionally, when a student has failed to meet the expectations of the member of staff, the Sixth Form may choose to apply sanctions in line with the overall school Behaviour Policy. These include:

### **Dress Code**

The dress code, as stated above, allows for students to dress appropriately for school but also in what they feel comfortable. This is a privilege and as such should be respected. If students do not abide by the dress code, sanction may include:

Discussion with Tutor, event logged on SIMS/ClassCharts.
Lunchtime detention, parents notified via ClassCharts.
After-School detention, parents notified via ClassCharts
Student will be asked to go home, change and return. Parents will be invited to discuss.

### **Punctuality to registration**

It is vital that students attend registration and are punctual. Notices and messages are shared via your tutor and missing registration could lead to missed information, which may be detrimental to you.

If students choose not to attend registration (except on days when they have flexible study), the potential sanctions include:

Lunchtime detention, parents notified via ClassCharts.
After-School detention, parents notified via ClassCharts
Parents will be invited to discuss strategies to improve attendance and punctuality.

### **Missing contact time**

All of the scheduled contact time in school supports students as they progress towards their A Levels and destinations beyond school. These sessions include Lessons, 11<sup>th</sup> Lessons, Tutor period and Private study, all of which are timetabled and compulsory. Failure to attend contact time normally indicates an underlying problem and is treated seriously by the school. If you feel unable to attend sessions, it is important that you discuss this with your tutor or another member of the Sixth Form team so that we can offer appropriate support. If students simply skip sessions, we may choose to apply the following sanctions:

Lunchtime detention, parents notified via ClassCharts
After-school detention, parents notified via ClassCharts
Student on lesson attendance report, parents contacted to discuss.

### **Failure to use or wear ID badge**

When students are allowed to sign out, it becomes a responsibility and a right. Knowing where students are is vital for the school for health and safety reasons such as fire drills. Failure to swipe out is potentially putting people's lives at risk looking for you. The introduction of flexible study means it is imperative that you swipe in and out. Failure to do so may result in detention and / or you being expected to stay in school from 8:40 until 3:05 for a number of days.

All Sixth Form students are expected to wear their lanyard and ID card which must be VISIBLE at all times. This is your identification as a Sixth Form student, it is very important that all members of staff (not all of whom will know you) are able to identify you as a Sixth Form student with a glance. Failure to do so may result in detention and / or you being expected to stay in school from 8:40 until 3:05 for a number of days.

If you lose your card, you must report it missing. Loss of your ID card will require a replacement at the cost of £5 from finance.

## Attendance Matters!

- ❖ Even just 90% attendance would mean that you have missed up to 4 weeks of lessons over an academic year.



- ❖ Studies show that 90% attendance reduces results by up to 1 grade.

## Planned Absence Where The Sixth Form Will Not Give Consent

Below are examples of circumstances where the Sixth Form **will not** give you authorisation, as these are events which we would expect you to carry out OUTSIDE of the school days or within the holiday. If in doubt, please speak to a member of the Sixth Form team.

1. Holidays
2. Part- time employment during the school day
3. Leisure activities
4. Birthdays or similar celebrations
5. Shopping
6. Driving lessons

Such absences will be recorded as **unauthorised** and will affect your overall attendance record and any potential Bursary payments.

While we recognise that part-time work can provide valuable experience you should always put your studies first and think carefully about how shifts can impact your study time and energy levels.

## Academic Courses

### What to study?

This is a major decision. You should try to build a package based on what you enjoy doing and any subjects which are vital to your future career.



The expectation is that you will finish your time at The Willink with a *minimum* of three A Levels, possibly four. In September you will either start by studying three or four A Levels. Alongside chosen subjects, many students choose to pursue an Extended Project Qualification – a project that students research, manage and execute independently, which is well regarded by Universities and is also worth additional UCAS points!

### Can I change my mind about my subjects?

Yes, but think carefully! It is possible to change subjects early in the course if the new subject fits the timetable and option blocks. This needs to be done in consultation with the relevant subject staff and your tutor and a member of the Sixth Form Team. **There is a form to complete.** Changes are not advised after October half term.

### I have a specific career or university course in mind, what do I need?

It is your responsibility to check that you are taking the right A Levels for your subject – advice is available from Mrs Lake, Mrs Schofield, Mr Ballantyne or Mr Leach.

**You must personally inform the Examinations Officer about any changes in courses. Failure to do so may incur charges**

## Targets and what they mean

Targets are subject- specific and indicate what similar students (based on a national data set of GCSE results) in the past achieved at A Level.



This shows what you should be aiming for given your GCSE grades. They are what we believe you could get. You as an individual can **exceed your target** if you adopt the best working practices. Likewise, if you do not make the necessary effort you will not meet your target. The targets show that no matter what your GCSE grades there is still a possibility of getting an A or of failing. Aim high and do not be complacent – A Levels are **hard work** and very **fast paced**.

In practice you and your tutor and subject staff will use the target grades as a basis for discussion, particularly at the main monitoring points in the year.



# TARGETS and HOW TO HIT THEM



You already know how to do this. However, if things are not going as well as you had hoped, think about the following and evaluate if there is anything you can do to change what you are doing so that you can improve. **Your results are your responsibility.**

- ☑ **ASK** what you need to do to improve your grade. You will not necessarily hit your target grades immediately. You have a number of new skills and concepts to learn.
- ☑ **ATTEND** all lessons. Your teachers are your best resource.
- ☑ **HAND IN** all work: practise makes perfect. Corrections will improve your next piece of work.
- ☑ **FILE** your work consistently. All hand-outs and your own work should be headed, named, dated and filed. A subject file and a 'day to day' file works well.
- ☑ **CLARITY** of notes is vital. Although there are good revision guides at A Level, your notes are your best revision guide. Type them up daily or weekly.
- ☑ **TAKE TIME** to do set work properly. A Level work is hard and cannot be done without **engaging your brain fully**. What is properly? Check you understand what is to be done. Read through relevant parts of your notes/textbook(s). Make more notes. Plan what you are going to write. Write it. Review it. Correct it. Hand it in.
- ☑ **INDEPENDENT STUDY!** Use your time for independent work well. Do set work; type and file your notes; read relevant textbooks; work through extra examples; revise; make mind maps; use your PLC's!
- ☑ **RECORD** your independent study to track your work. Are you working wisely?
- ☑ Are you using the methods best suited to your **PREFERRED LEARNING STYLE?**
- ☑ If you are **ABSENT** for whatever reason, it is your responsibility to **CATCH UP** on missed work. This does not just mean getting photocopies.
- ☑ Use a **DIARY** proactively to plan your work and your time.
- ☑ **MEET DEADLINES!** Universities refuse to mark late work; exam boards refuse to accept late coursework.

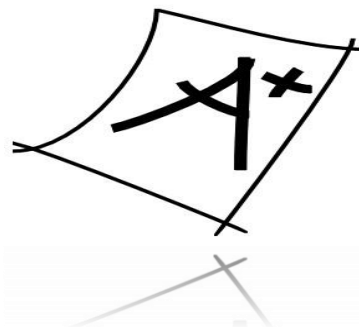
## **What happens if I am not meeting your targets and deadlines?**

1. It will be logged on SIMS
2. Missed deadlines and targets will be referred to in references.
3. Repeat offenders will be required to attend additional supervised study (parents will be notified). Failure to attend will result in an after school detention with the Head of Sixth Form.
4. Learning mentors are available for advice and help on learning matters – you may be referred to them or can approach them yourselves.

We are serious about doing our bit to help you succeed – you need to be serious about taking responsibility for your learning and your results.

## Internal Assessments and Exams

Throughout your time in the Sixth Form your progress will be monitored through classwork, homework and department assessments. In addition, there will be four formal assessment points. These are:



Assessment point	Date	Material covered
1	December Learning Review Day Yr12	Initial term
2	March Yr12	AS material in prep for AS exams*
3	June Yr12	All Yr12 work**
4	January Yr13	A Level material in prep for A Level exams

\*March Yr12 exams are for AS students only- if you are not sitting AS Levels in a subject you won't sit these exams

\*\* June Yr12 exam will only be for students taking the full A Level in that subject. If you are dropping a subject after taking an AS, you won't need to sit an exam in that subject

Parents Evenings (dates TBA)

There are two formal opportunities to meet subject teachers and discuss progress in October (Y13) and March (Y12). In some cases, teachers may ask you to attend parents evening for a different year group to have further conversations with parents or carers.

### Reports

You will receive written reports on your progress twice during each academic year.

### External Examinations

**A Level** and **AS** examinations will be sat throughout May and June.

## **Sixth Form Bursary**

The Willink School can offer a bursary to students from a household with a total income less than £25,500 or in receipt of income-assessed benefits to help meet the costs of travel, textbooks, trips and other expenses essential for study. If you feel you could be entitled to a bursary, please collect an application form from the Sixth Form office.

# Unifrog- The Complete Destinations Platform

**Unifrog** makes it easy for you to search for and find the best course or apprenticeship to suit your needs. The online tool brings into one place **every university course, apprenticeship, and college course in the UK**, as well as other opportunities such as MOOCs (online course aimed at unlimited participation and open access via the web- a great way of helping decide on a possible subject area at university).

Unifrog is also a central location for all of your teacher subject references as well as a fantastic place to structure, devise and write your perfect personal statement for university or CV for future jobs.

You can create **course searches** for your chosen subject and then filter the results by location, living costs, graduate job opportunities and many more filters. This then gives you an amazing overview of all potential courses as well as allowing you to make an informed choice of potential courses to apply for.

As a Sixth Form student, we encourage you to complete **extra-curricular activities** that meet the needs of the competencies below. This will make you a more holistic, well-rounded pupil and make you more desirable to universities and apprenticeship providers when writing your personal statement or CV.

The website is [www.unifrog.com](http://www.unifrog.com) and you can log in using your school email and a dedicated Unifrog password, devised by you (also accessible from your mobile!).



## **Seven Competencies**

Universities and employers look for these 'star competencies':

- **Independence**- When have you had to work on your own to achieve something?
- **Leadership**- When have you motivated people to do something positive?
- **Teamwork**- When have you worked with others to get something done?
- **Resilience**- Give an example of a time when you overcame a set back
- **Analysis**- When have you displayed strong critical reasoning skills?
- **Literacy**- When have you shown particularly strong skills in reading and/or writing?
- **Numeracy**- Give an example of a time when you have successfully worked with numbers

For any help or guidance on Unifrog, please see any member of the Sixth Form team including your tutors. You will have dedicated time during tutor periods to update your Unifrog account and create course searches or research apprenticeships in your local area and this can be monitored and tracked by your tutors and the Sixth Form team.

## UCAS- University Process

If you are planning on studying at university after Sixth Form, you will most likely apply through UCAS, a central application form for all universities. All applications for UK universities are processed through UCAS, a not for profit charity.



### Preparation

1. Choose relevant A Levels for the subject that you want to study:
  - a. Medicine – Chemistry, Biology, Maths
  - b. Engineering – Maths, Physics
  - c. Law – History, English Literature
  - d. Psychology – Psychology
  - e. Liberal Arts – English Literature, Art, Drama
  - f. Not sure? – choose a variety of subjects to keep your options open
2. During Y12 take the opportunities for extra-curricular experiences:
  - a. Work experience – essential for some degrees e.g. anything medical
  - b. MOOCs – short online courses that supplement what you learn in lessons
  - c. Enrichment activities – to widen your horizons
  - d. DofE
  - e. Moldova Trip
  - f. Go to university open days from May-July

### Making an application

At the end of Yr 12 we expect **every student** to begin an application to UCAS.

This does not commit you going to university but does save you a lot of time in Yr 13 so that you can focus on writing a good personal statement. Incorporating details of your academic achievements and your extra-curricular interests

Mrs Lake, our UCAS co-ordinator, and your tutor will guide you through the process if you have any questions.

# Apprenticeships



## Apprenticeships

GET IN. GO FAR

We are aware that university isn't the right choice for everyone, or you may have found a calling or career that is best learned in 'on the job'. Therefore, we are extremely supportive of students' opting to go down the apprenticeship route. All of the Sixth Form team, including tutors and subject teachers, will be able to offer you guidance and support through any application process and will assist you with preparation for interviews if you are successful in your application.

There are various different websites you can use to check suitability for apprenticeships, search for apprenticeships, both locally or nationally and apply for apprenticeships.

[www.startprofile.com](http://www.startprofile.com) - Start offers a single starting point to help simplify and improve careers guidance in schools. The platform caters for all students helping you make more informed decisions about your future study and career options.

### Apprenticeships Search Sites

<a href="http://www.ucas.com/apprenticeships-in-the-uk">www.ucas.com/apprenticeships-in-the-uk</a>	<a href="http://www.indeed.com">www.indeed.com</a>
<a href="http://www.gov.uk/topic/further-education-skills/apprenticeships">www.gov.uk/topic/further-education-skills/apprenticeships</a>	<a href="http://www.unifrog.com">www.unifrog.com</a>

# Independence Day and Enrichment

## Why Enrichment?

There is more to life than just gaining qualifications! As part of your time at The Willink Sixth Form it's essential that you get involved in a range of activities that will help you achieve your potential.

The aim behind enrichment is to:

1. Broaden your horizons
2. Build your confidence and get a sense of achievement
3. Stand out from the crowd and enhance job applications and University applications
4. Gain work experience to suit your career aspirations — essential for medical careers and teaching
5. Try something new

## Independence Day?

Independence Day is *dedicated* time for you to take part in personalised enrichment. Every week B Wednesday from P3-6, all Year 12 students will be off timetable and encouraged to take part in an array of enriching activities. We aim to offer a diverse range of clubs and societies, which are run by students for students! Therefore, your enrichment could include organising and running a club for you and your peers but it may include being a Learning Support Assistant (LSA) for the afternoon, volunteering locally in the community or completing a MOOC to stretch and challenge yourself in a specific subject. We are also able to offer **physical activity sessions** during Independence Day. These sessions will be timetabled to P3 and P4 and PE staff will be on hand to offer an array of activities, which will change regularly depending on the time of year.

## So what do you need to do?

Your task is to set yourself targets during the year and be accountable for your own enrichment. Your tutors will check your progress on a regular basis and you need to be able to justify what you have been doing and take responsibility for making your time at sixth form more than just studies! Each time you complete one of your targets, upload your achievements onto Unifrog! These achievements will not only help staff write a glowing reference for university or job interviews, but will give you so much more to talk about when making those applications!



## Enrichment Ideas

We have created a “wish list” of enrichment activities grouped into five categories. We don’t expect you to complete all of them but attempting a range will go a long way to helping you achieve your potential and broadening your horizons.

Log what you have done in your Unifrog ‘Competencies’ account. There’s guidance of which ones meet which competencies in the right hand column! Each enrichment activity has a score attached to it. When you have completed an enrichment, tell your tutor and compete against the other forms in Sixth Form!

Unifrog Competencies Key

I= Independence

Le= Leadership

R= Resilience

T= Teamwork

A= Analysis

Li= Literacy

N= Numeracy

Immerse yourself in Sixth Form life	Unifrog Competencies	Score Value
1. Make a difference - Nominate yourself for the student council	T	2
2. Start or join a student club or society	Le, T	4
3. Learn how to hold an argument! Join the debating group	R, T	3
4. Stop the presses - Join the editorial team for a Sixth Form Blog Bolt	Li, R	4
5. Green fingers? Plant a sixth form vegetable patch <a href="http://www.thompson-morgan.com/top-10-easy-to-grow-vegetables">http://www.thompson-morgan.com/top-10-easy-to-grow-vegetables</a>	T, I	5
6. Arrive on time the morning after the icebreaker	R	1

Contribute to the wider Community	Unifrog Competencies	Score Value
1. Make a difference - Volunteer your time with a local community, charity, church or uniform group <a href="http://rvayouth.org.uk/">http://rvayouth.org.uk/</a>	T, Le	5
2. Be a paired reader with a KS3 Willink student	Li, I	4



3. Run a club for the lower school.	I, Le	4
4. Be a subject ambassador helping out in KS3 or KS4 lessons	I, Le, T	
5. Once in a lifetime opportunity - Sign up for the National Citizenship Service summer or autumn holiday scheme <a href="http://www.ncsthechallenge.org/">http://www.ncsthechallenge.org/</a>	T	5
6. Take part in work experience or shadowing	T, I, R	6
7. Change your life and someone else's - Sign up for the Sixth Form Moldova trip	T, I, R	6
8. Raise money for charity or the Sixth Form Kiva fund	I, T	4
9. Get involved with organising the Burghfield Family Bike ride or Mortimer Fun Run <a href="https://www.facebook.com/BurghfieldFamilyBikeRide/">https://www.facebook.com/BurghfieldFamilyBikeRide/</a> <a href="http://www.mortimervillage.org.uk/modules/calendar_events/fun_run.htm">http://www.mortimervillage.org.uk/modules/calendar_events/fun_run.htm</a>	T	5
10. Make a difference - Campaign for a charity or political cause <a href="http://www.oxfam.org.uk/get-involved/campaign-with-us">http://www.oxfam.org.uk/get-involved/campaign-with-us</a>	Li, T, I	5

Be active	Unifrog Competencies	Score Value
1. Visit the Willink Leisure Centre and take advantage of the "Buy One Session, Get One Free" offer	I	3
2. Take part in the Sixth Form Sports Competitions	I, T	3
3. Take up a new sport or activity you've not tried before <a href="http://www.bbc.co.uk/sport/get-inspired">http://www.bbc.co.uk/sport/get-inspired</a>	I, R	5
4. Follow a six-week training regime to get fit <a href="http://evilcyber.com/fitness/home-workout-plan-for-teenagers/">http://evilcyber.com/fitness/home-workout-plan-for-teenagers/</a>	R	5
5. Complete a Duke Of Edinburgh award <a href="http://www.dofe.org/">http://www.dofe.org/</a>	R	6

6. Get a part-time job	I, T, R	3
7. Walk the dog! Map and share your dog walk with this app! <a href="https://play.google.com/store/apps/details?id=com.mapmydogwalk.android2&amp;hl=en_GB">https://play.google.com/store/apps/details?id=com.mapmydogwalk.android2&amp;hl=en_GB</a>	I	3
8. Cycle to Reading along the canal.	I, T	3

Broaden your knowledge horizons	Unifrog Competencies	Score Value
1. Complete an Extended Project Qualification (EPQ)	R, Li, N	10
2. Complete an online course (MOOC) on a subject you're interested in <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a> • <a href="https://www.coursera.org/">https://www.coursera.org/</a>	Li, N, R	8
3. Keep up with the news - Read a quality online newspaper every week	Li	5
4. Watch some life-changing TV! Join the Sixth Form TED group to watch and discuss stimulating videos on a wide range of topics <a href="http://www.ted.com/">http://www.ted.com/</a>	A	4
5. Learn to code a computer program – free! <a href="https://www.codecademy.com/">https://www.codecademy.com/</a>	A, N	8
6. Visit the Tate Gallery or Tate Modern in London. Closer to home – try the Ashmolean Museum in Oxford. <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> <a href="http://www.ashmolean.org/">http://www.ashmolean.org/</a>	A	5
7. Learn to drive (outside lesson time!)	R	5
8. Visit a University Open day and attend a taster lecture in a subject you're interested in	I	6
9. Attend a FREE public lecture at Reading University <a href="https://www.reading.ac.uk/publiclectures/">https://www.reading.ac.uk/publiclectures/</a>	A	6
10. Save a life! Learn First Aid	R, I	8

11. Amaze your ears - listen to shows on BBC Radio 4 or The World Service (possibly in your subject) for example 'In our Time'; 'The Saturday Review'; 'The Why Factor'; 'Front Row'; 'The Human Zoo'; 'The Bottom Line' 'Witness' 'The Reith Lectures' <a href="http://www.bbc.co.uk/radio4">http://www.bbc.co.uk/radio4</a>	A	4
12. Read fiction by three new authors	A, Li	5
13. Read a biography or autobiography of a person of interest in your discipline	Li	4
14. Take inspiration from the school of life <a href="http://www.theschooloflife.com/london/">http://www.theschooloflife.com/london/</a>	Li, A	3
15. Join Film Club and watch ten of the top 100 movies of all time - <a href="http://www.timeout.com/newyork/movies/the-100-best-movies-of-all-time/">http://www.timeout.com/newyork/movies/the-100-best-movies-of-all-time/</a>	I, A	5

Creative	Unifrog Competencies	Score Value
1. Share your ideas with the world - Start and maintain a blog about a topic you're interested in <a href="http://www.artofblog.com/how-to-start-a-blog/">http://www.artofblog.com/how-to-start-a-blog/</a>	A, Li, N	4
2. Take part in a drama production (on stage or behind the scenes)	T	5
3. Take up photography – record your results on a blog or social media page	I, A	4
4. Start or join a Glee club	T	3
5. Play in an orchestra or group	T	3
6. Achieve a recognised music, dance or drama qualification	I	6
7. Start your own Great British Sewing Bee – make your own clothes! <a href="https://www.lovemoney.com/guides/3633/seven-cheap-ways-to-make-your-own-clothes">https://www.lovemoney.com/guides/3633/seven-cheap-ways-to-make-your-own-clothes</a>	R, I	4
8. Learn to draw! <a href="http://www.learn-to-draw.com/">http://www.learn-to-draw.com/</a>	R, I	3
9. Make a meal for your friends / host a dinner party <a href="http://www.deliciousmagazine.co.uk/collections/5-recipes-guaranteed-to-get-teenagers-cooking">http://www.deliciousmagazine.co.uk/collections/5-recipes-guaranteed-to-get-teenagers-cooking</a>	I, T	5

10. Unplug yourself - Take a digital detox <a href="http://www.forbes.com/sites/francesbooth/2014/06/13/how-to-do-a-digital-detox/print/">http://www.forbes.com/sites/francesbooth/2014/06/13/how-to-do-a-digital-detox/print/</a>	R	6
11. Attend a production or a concert at 'The Hexagon' <a href="http://www.readingarts.com/reading-arts/whats-on">http://www.readingarts.com/reading-arts/whats-on</a>	A	4

## Independent Learning

The biggest difference between GCSE and A Level is the amount of independent work you are expected to do. Completing it is *essential* to 'acing' your A Levels.

Independent work will help you to consolidate the work you do in class and gain deeper understanding of your subjects. It should be enjoyable – after all, you’ve chosen your subjects because you’re passionate about them!



Questionnaire results of previous students shows that in order to succeed at A Level you should be looking to spend at least 4-5 hours a week on independent study and homework per subject in addition to lessons.

Keep your tasks varied. Although your teacher may set you independent work, take a look at the ideas list below and choose your own tasks. Keep a record using the sheets in this handbook.

### Independent Learning Ideas

- Listen to a podcast
- Timed questions from practice papers
- Summarising lesson notes using mind maps, flashcards, quizlet.com, bullets
- Explain concepts to a study buddy
- Use an online video site like Khan Academy or FutureLearn
- Produce your own quiz questions. Do the quizzes!
- Reading and summarising books, magazine or news articles
- Summarising Wikipedia entries
- Producing Mnemonics and Acronyms
- Using the "Scribble Technique"(\*) to revise pages from textbooks
- Watch a relevant TV programme, documentary or TED talk or use library resources

\* ***What is the scribble technique?*** The book “Ace you’re A Levels” suggests this technique as a really effective way of learning material. Focus on memorising the material and you’ll be happy to make mistakes and forget things when scribbling because you will open the page again and see what you got wrong or missed.

- 1) Open your text book
- 2) Read through 1-2 sides
- 3) Close the book
- 4) Scribble down everything you can remember
- 5) Open the book and see what you forgot/got wrong
- 6) Read next 1-2 sides and repeat

## The Weekly Independent Study Challenge - EXAMPLE

Hour No.	Date & Time	Subject/Activity/Venue/Study Buddy + Outcome
1	Mon P4- Private Study	<b>HISTORY</b> - Worked in library - taking notes from chapter 3 of my history text book. Key words highlighted
2	Weds- After School	<b>ECONOMICS</b> - Watched 'Newsnight' on BBC2. Excellent report on Barack Obama's foreign policy. Can use examples in my next politics essay
3	Sun eve- at home	<b>BIOLOGY</b> - Worked with Jennifer on producing a colour coded mind map for last biology topic, also completed biology homework booklet on photosynthesis. I can use these maps to help revise for my mock exams
4	Tues P2- Free in common room	<b>ENGLISH</b> - Went to Study Room and listened to the iTunesU podcast on the Great Gatsby. Took down important quotations to use in English
5	Thurs P6- Private study	<b>ART</b> - Worked on my sketchbook in the Art department with Jo. Used pictures by Bruegel the Elder as stimulus. Will try to use this style in my art projects in the future
6	Fri- After School	<b>PSYCHOLOGY</b> - Used the computers in the study room to finish unit 2 of my Psychology study. Important to compare my work with 'A' grade mark scheme to see if it meets the needs to get that grade
7		
8		
9		
10		
11		
12		
14		
15		

### The Weekly Independent Study Challenge – Aim for 5+ hours per subject of homework and independent work

Hour No.	Date & Time	Subject/Activity/Venue/Study Buddy

**Ideas:** Weekly subject reviews, Timed questions, summarising lesson notes using mind maps, flashcards, quizlet.com, bullets, Explain concepts to a study buddy, use an online video site like Khan Academy or FutureLearn, produce your own quiz questions, reading and summarising books, magazine or news articles, Summarising Wikipedia entries, watch a relevant TV programme, documentary or TED talk or use library resources.



## Notes

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