



LEWESTON
SHERBORNE

SITXH FORM HANDBOOK
2025

INTRODUCTION FROM THE HEAD OF SIXTH FORM



Welcome to the Leweston Sixth Form! I hope you will find this handbook a useful introduction to our wonderful Sixth Form community, providing you with lots of information you will need to become a successful and integral member of the Sixth Form. Please read the following pages carefully with your parent(s) or guardian(s) to acquaint yourself with our systems, expectations, routines and other important information to help you navigate the next exciting part of your Leweston journey with us.

Moving on to Sixth Form studies presents you with new opportunities and challenges, whether you are progressing from Year 11 at Leweston or joining us from another school in the United Kingdom or overseas. Whatever your background, you will be aiming to build on your achievements to date, to explore the many opportunities open to you and plan for your future.

We aim to support and encourage you as much as we can to help you to achieve your goals and realise your potential.

There is a strong work ethic in our Sixth Form and we are very proud of the achievements of all our students. For you, the next two years mark the transition between school and going on to college, university, taking a gap year or entering employment. We hope that you will develop the independence in your learning and the study skills that will help you to succeed.

The Sixth Form at Leweston offers you a broad and enriching curriculum. As well as exploring new areas of knowledge, perhaps in new subjects, you will find opportunities for wider interaction with others, for leadership and involvement in the community as well as different experiences in sport, art, design, drama and music. We attach great importance to the skills and personal qualities that you gain not only through your work but also through other activities both in and out of school. There are opportunities to work in teams, to help others and to take on roles of responsibility. You may be able to take part in visits both as a year group and through academic departments; you will have access to facilities that include art studios, design and technology workshops, equestrian centre, laboratories, drama, music, sport and ICT. Taking advantage of these opportunities will help you to achieve high standards in all you do and to make the most of the Sixth Form.

The Sixth Form Centre is a place where you can relax comfortably and socialise with each other when it is time to take a break from study. There is a small kitchen area in which to make hot drinks and snacks. Here you will also find the Careers Adviser and myself in our office adjacent to the common room. Importantly, as well as having access to the Pensabene Library for study periods, Sixth Form students also have their own, exclusive study area within the Eleanor Library or your own study room if you are a boarder. You can also visit Cedars Café during your time off from lessons and can enjoy unsupervised access to the gym (for more details see the Head of Sport) and the Belvedere (exclusively in the summer term). The Sixth Form community aims to be inclusive and supportive of everyone. Life-long friendships are often made here and sustained in years to come.

As you progress through the Sixth Form, you will be fully supported by your tutor, your teachers, the Careers Advisor, and by me. We hope that your experience of the Sixth Form at Leweston is an enjoyable, successful and rewarding one. In the words of the school motto:

GAUDERE ET BENE FACERE - Rejoice and do well!

Mr Matthew Ryan-East
Head of Sixth Form

SIXTH FORM CURRICULUM

The Core Curriculum

While some students will choose to start in Lower Sixth with four A levels and/or BTEC options, the majority tend to start with three or choose to drop to three subjects by the end of the first half term. However, in the first three weeks of the autumn term, no subject changes will be permitted to allow students to make a more well-informed choice about which three subjects to carry forward. Typically, a fourth A level is added/maintained only when studying Maths and Further Maths as we strongly believe that quality and not quantity is key.

You will have approximately 10 hours of teaching per subject per fortnight. You are expected to do further work independently in your study time (see below).

Transition

The jump from GCSE to the Sixth Form courses is a significant one and expectations will be high from the very beginning. The teaching staff and your tutor will be there to support you fully with this transition. If you are experiencing any difficulties, you should seek out the help, advice and guidance of your subject teachers, tutor and/or Head of Sixth Form.

By the end of Year 11, before the summer break, you will have begun your Sixth Form induction programme, developing a variety of crucial skills and knowledge required to make your start in September as successful as possible. Over the summer, you will be provided with a range of useful materials by your new teachers to help prepare you for your new A level and BTEC courses. We expect you to engage purposefully with these resources to support your transition from GCSEs to Sixth Form study.

At the beginning of the Autumn Term, you will be invited to attend New Pupils' Day where you will be officially welcomed into the Leweston Sixth Form

as its new Lower Sixth cohort. In the first half of the term, you'll have the chance to attend the 'Anchor and Buzzard' social event, featuring entertainment and activities. This is a fantastic opportunity to connect and bond with your fellow classmates.

Changes of Course

If, once you have started your course, you feel that you want to make a change, this must be discussed first with your subject teachers, tutor and the Head of Sixth Form. The consent of your parents is needed to make a change. We expect all course choices to be completely finalised by the end of the first half term in the Autumn. One term's notice in writing is required to discontinue any optional course, such as Leiths, which incurs a cost.

Suggested Equipment List

- **Ring binder for daily use, with labelled dividers for different subjects and teachers**
- **One ring binder or lever-arch file per subject, to put notes into once you have completed a topic (again, with dividers)**
- **Lined, hole-punched A4 paper with a margin**
- **Plastic wallets to keep work and resources in a good condition**
- **Pens, pencils, rulers, rubbers, glue sticks, scissors, sticky notes and highlighter pens**
- **Calculator (for Maths, Science, Geography, Psychology, Economics and Business)**
- **Any subject-specific equipment as instructed (e.g. set texts for English Literature and Mathematics equipment if required)**
- **Diary or planner (whether paper-based or electronic)**

ENRICHMENT IN THE SIXTH FORM

We are wholly committed to providing a holistic education for our Sixth Form students that prepares them for life beyond Leweston including university and the workplace.

Leweston Enrichment Activity Programme

(LEAP): To complement our comprehensive tutorial programme, the innovative Leweston Enrichment Activity Programme (LEAP) offers you the opportunity to engage in a range of experiences, activities and opportunities that go beyond your timetabled studies while providing you with the tools to grow as individuals as well as the most senior members of our community.

The quality of any enrichment programme is a measure of how seriously a school takes its responsibility of building well-rounded, healthy, ambitious, intellectually curious, emotionally resilient, and ultimately happy and successful human beings. Enrichment, done well, develops the individual and helps them fulfil their broader potential, giving students the opportunity to grow as people into the adults they will be by the time they leave us. While academic outcomes are clearly very important, at Leweston, students mean so much more to us than just a set of grades.

LEAP has been carefully and comprehensively designed to help you prepare for university applications in Year 12 (for those who are intending to go) **and** develop essential skills for employment and/or apprenticeships in Year 13, offering you the opportunity to engage in self-directed activities to identify and set targets to ensure success in both areas. As such, the programme is divided into University (U) and Employability (E) modules. We appreciate that university may not be the route that suits everyone and so while a majority of students will complete the university application module in Year 12, there will be room for flexibility and adaptation for those who wish to pursue a different path. Our careers advisor, LEAP mentors

and I will be able to consult with you to ensure that you can get the most out of this programme, tailoring it to suit your specific needs and future aspirations.

In Enrichment sessions each fortnight, you will be supervised by an aforementioned Enrichment mentor. Importantly, regular dialogue with your mentor will give you a chance to reflect on what you have been doing, why, and what you have learned from it. This programme is unique to each student and as such, will be a personal journey of exploration as well as skills development and application completion. However, it will require self-motivation and resilience/determination to discover, organise, engage in and complete the array of tasks that will help you acquire the skills you need for university and work now and in the future.

Other elements that fall under the LEAP umbrella will include:

Physical Education: Sixth Formers have an afternoon of sport once a week and many continue to compete for the school throughout Lower and Upper Sixth. Every year the school welcomes Pentathlon, Equestrian and Sports scholars into Sixth Form who participate in the relevant elite sports programme. Students can choose their own programme from a range of competitive and recreational sports as well as activities that promote health and fitness. Current options include: Fitness (in both our recently upgraded Strength & Conditioning and Cardio rooms), Volleyball, Badminton, Table Tennis, Laser Run, Swimming, Social Running, Walking, Boxercise, Yoga, and Kettlebell Workout.

Although after-school activities are no longer compulsory in the Sixth Form, students are encouraged to participate and have the opportunity to lead those of particular interest.

PSHRE: Sessions focusing on personal, social, health and relationships education will be embedded within your weekly timetable and may also be delivered through the pastoral programme (i.e. assemblies and tutor time). Visiting speakers and in-house teams will lead sessions on a range of issues such as study skills, rights and responsibilities, citizenship, sexual health and wellbeing, drug and alcohol abuse, stress management, gap year opportunities and higher education. Our Careers programme (details below) will also contribute to our Sixth Form LEAP programme offer.

Religion, Ethics and Morality: In the Sixth Form, one period per week is devoted to consideration of various human rights issues.

Extended Project Qualification: The Extended Project Qualification, or EPQ, is a standalone qualification with significant UCAS value. It is highly respected by universities because it helps to develop independent learning skills. The EPQ is based on a self-selected project and is an ideal way to study something you are interested in but is not part of the curriculum of your main subjects. Candidates who choose to embark on an EPQ in addition to their timetabled Sixth Form studies will be assigned a supervisor and attend extra research-skills sessions during Lower Sixth. It is expected that the EPQ will be completed by the end of the autumn term of Upper Sixth.

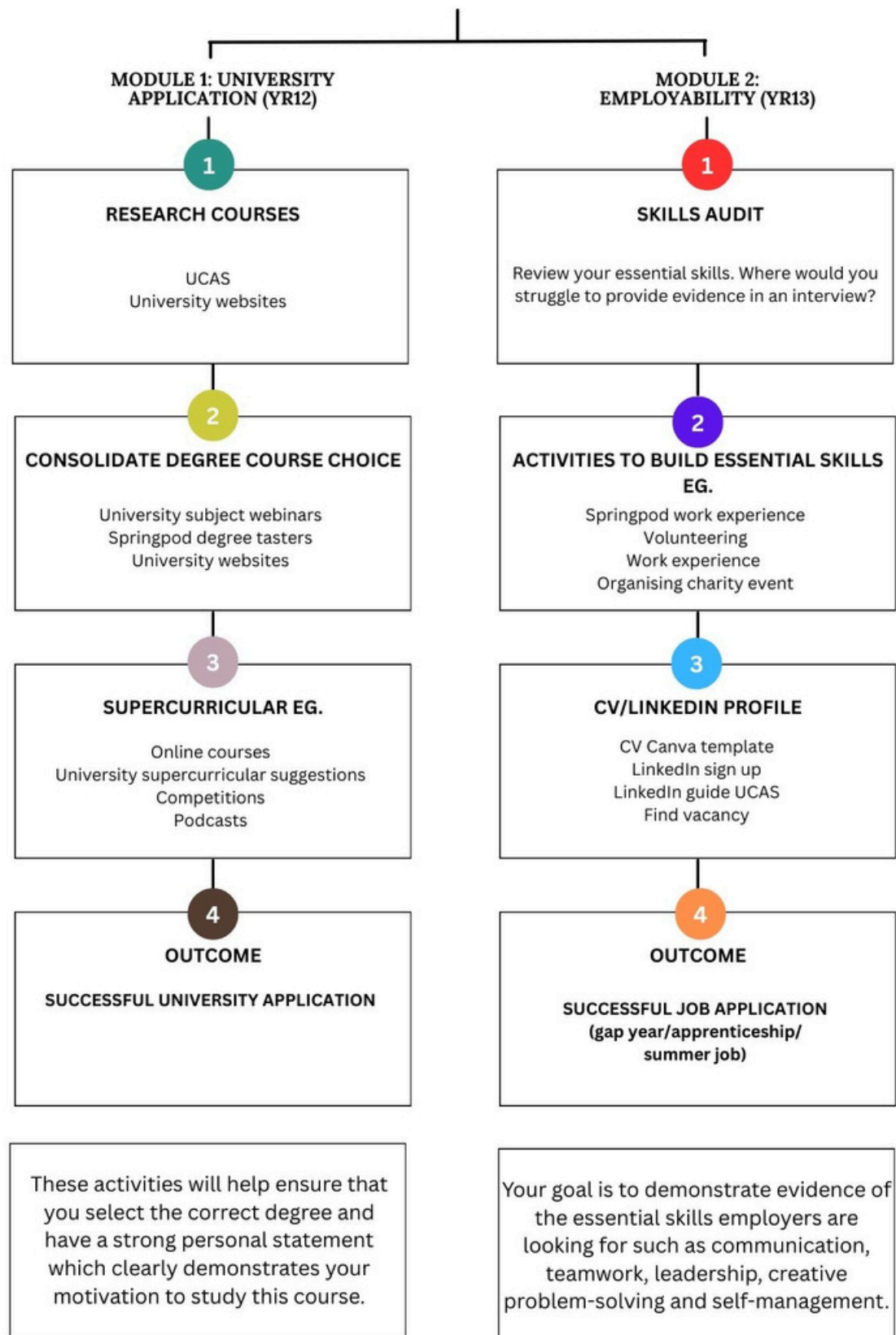
Leiths Introduction to Confident Cookery: An immersive and modern cookery course for travel, work and independent life. This 40 week course is designed for students who want to learn a wide range of go-to recipes and menus for a lifetime of cooking, part time work, gap year travel and Duke of Edinburgh Skills. This bespoke course has been designed around menus rather than skills, and the course is taught through a broad range of menus for different customers and occasions. The lessons are designed to build confidence in preparing and cooking a wide range of recipes – from the everyday to special occasions; from breakfasts and casual brunches to afternoon tea, sharing plates, and celebratory dinners.

Duke of Edinburgh Award: The Duke of Edinburgh Award flourishes at Leweston with a significant number of students taking part each year. The scheme focuses on personal development and achievability, developing commitment, resilience, independence and responsibility. It is regarded as an asset by both universities and employers and can support your further education application. The Gold Award is exclusive to Sixth Form and takes 12 to 18 months to achieve. As with the other levels it includes an expedition and volunteering but exclusive to Gold is the 5-day residential section when you have to undertake a shared activity away from home. If successful you may receive your award at an event at one of the Royal Palaces.

The Ten Tors Challenge: This team event starts and finishes at Okehampton Camp and is organised by the Army's Headquarters South West with support from the Royal Navy and Royal Air Force as well as civilian emergency services and volunteers. The Ten Tors Challenge is attempted in teams of six who navigate routes of over the Northern half of Dartmoor, visiting ten nominated tors / check points in under two days (the weekend after the May Bank Holiday). Teams must be self-sufficient, carrying all that they need. All those who attempt Ten Tors will undoubtedly remember it for the rest of their lives.

Lifeguarding: Sixth Form students can opt to train as lifeguards with our Swimming Pool Manager. On completion of the course you are awarded a professional qualification which will allow you to work poolside across the country. The qualification also opens up opportunities to lifeguard at the school during the holidays and at sporting events.

ENRICHMENT PROGRAMME



STUDY MATTERS

Private Study

You will have a number of periods each week which are not scheduled as teacher contact time. These are not 'free periods' but time when you should pursue your own private study. You will only succeed in your academic programme if you use this time to good effect.

Each week, we strongly advise that the amount of private study time you allocate yourself is equivalent to the total amount of time you are in lessons for each subject. So, if you have five hours of Maths timetabled each week, then you should commit to at least five hours of Maths study in the same week.

You are also expected to study after school. Boarders have evening study periods which are monitored by house staff. All boarders are expected to do a minimum of two hours private study in their study bedrooms, libraries or the ICT suite to progress their work. Day students are expected to be equally disciplined about evening study. You will also need to use some weekend time for private study, whether using school facilities or at home. If you have a part-time job, you should ensure that you can still manage your academic work and that you do not become overtired.

When managing your study time, it is best to plan ahead. Plan to complete specific tasks for a specific subject in particular study periods. For example, you could be:

- **Completing work set by your teacher or additional practice pieces**
- **Writing up notes from class to consolidate your work**
- **Reading the texts and supplementary sheets that relate to your topic – 'reading around'**
- **Researching topics and conducting wider reading on the internet and from other resources**
- **Preparing drafts and final copies of assignments and coursework**

- **Going through examples and practice pieces with a fellow student**
- **Reviewing and revising your topic material for tests or examinations**

Twilight Teaching and Lunchtime Lessons

At different times, such as the period leading up to the public examinations, staff may arrange extra revision classes or offer subject drop-in clinics at lunch times or after school. These are optional however some students may be strongly advised to attend in order to support their studies. Having the flexibility to use these times is one of the advantages of being a boarding school and enables us to provide boarders, flexi-boarders and day students with additional contact time.

Study Facilities

For private study most boarders choose to use their study bedrooms. These rooms are equipped with computer points and internet access so that students can use their own computers/laptops. Day students, along with boarders, can use the Eleanor Library exclusively for private study, as well as the Pensabene Library which also has a suite of computers. There is dedicated Sixth Form studio space in the Art Centre and in the Music School.

Independent Study and Work

Some courses will require an element of independent research and project work which teachers are not permitted to teach. In other words, there will be an expectation that some of the work is student-led so teachers can sign off that this requirement has been met. It is important to trust that your teachers know how much help and guidance they are able to give you.

Deadlines and Study Guidance

Whilst not all A Level courses involve coursework some subjects, and BTECs, require personal assignments. Make sure you know the deadlines for your subject coursework and ensure that you meet them.

You will find that it is not always easy to satisfy the competing demands of all your subjects. This will mean managing your time and planning your work to make sure you keep up to date. It is hard to catch up once you fall behind. So:

- **Prioritise your work each week and each day**
- **Set your own deadlines for completing work in stages. This will help you to manage your workload effectively**
- **Use a diary to record your deadlines and plan your work**
- **Remember to take account of other commitments and the timing of module examinations or tests.**
- **Don't put off the tasks you find least attractive, set aside enough time to do these along with the tasks for which you feel more enthusiasm**

Monitoring

As a Sixth Form student, you are encouraged to take responsibility for your own learning in all your subjects. Your work will be regularly monitored and reviewed by your subject teachers, your tutors and the Head of Sixth Form, using a variety of methods including interim progress reports, formal reports and parent-teacher consultations. Informal discussions and ad-hoc reviews are also important aspects of monitoring. If you have concerns about your work, you should not hesitate to raise these with your subject teacher, tutor or Head of Sixth Form.

We aim to help you develop the self-discipline and good time management necessary to achieve success. These skills are, of course, not just of value in the Sixth Form but will prove essential when you move on to university, employment and a more independent lifestyle. You should not

hesitate to seek advice whenever you feel you need this. We are here to help you!

Target Grades

During the Autumn Term, a target grade will be agreed for each subject through the combination of GCSE results analysis, baseline testing, discussions with students and your teachers' professional judgement. Unless otherwise specified, this target grade is an end of Year 13 grade. Progress towards this target will be monitored and reported on throughout the year. Feedback is generally formative and teachers will expect you to take responsibility to act on guidance given. We encourage you to engage in dialogue with your subject teachers about this throughout your time in Sixth Form.

Supervised Study

To support positive study habits and a healthy culture of ambition, all Sixth Form timetables will include supervised study periods. While students are encouraged to manage their own time, this structure ensures some non-contact periods are spent in a quiet study space, usually the Pensabene Library. Practical subjects may require alternative arrangements, agreed by the Head of Sixth Form and Head of Department.

Students struggling with independent study may have supervised periods increased temporarily. Conversely, Year 13 students who have developed strong habits in Year 12 will generally have fewer supervised periods, unless agreed otherwise. We value work-life balance for wellbeing, so students can also use unsupervised time for sport, the café, or the school grounds. The Sixth Form Common Room is a social space before/after school and at break/lunch. Students may also use study periods to meet the Head of Sixth Form or Careers Adviser in the Sixth Form Office.

THE TUTORIAL SYSTEM

The pastoral team, led by the Head of Sixth Form, consists of experienced and qualified staff who are dedicated to supporting you during your time in the Sixth Form.

You will be assigned to the care of a tutor in a group of about eleven to thirteen students. Where possible, this tutor group stays together for the two years of your Sixth Form experience. We have a horizontal tutor system which means that tutors and their tutor groups benefit from being able to focus entirely on the priorities attributed to and associated with each of the two Sixth Form years. In Lower Sixth, for example, student induction and transition from GCSE to Sixth Form studies, and in Upper Sixth, revision strategies and preparation for final exams. Both years also have the opportunity to mix together in the Sixth Form Centre and at any other events organised by the prefects including the our Anchor and Buzzard evenings.

Your tutor plays an important part in your life in the Sixth Form. He or she will monitor your progress, advise, counsel, encourage, praise and, if necessary, admonish you, tracking your achievements through the Sixth Form and guiding you towards the next stage of your education or training.

Tutors will also monitor any rewards or sanctions issued by staff and logged on ISAMs, as well as oversee the timely implementation of interventions to support you and help rectify any areas for improvement. Tutors will register your attendance, accompany your group to school meetings and meet with you to set targets and discuss progress in all areas of Sixth Form life.

Tutors will maintain contact with your parents or guardians and similarly your parents or guardians should contact them if the need arises. It is your responsibility to keep your tutor informed of planned or unplanned absences. **However, please be aware that ALL requests for absence from school should be made by parents via the Portal.** These will be reviewed and approved by the Headmaster on a case-by-case basis.

Here are some of the ways that your tutors and the Head of Sixth Form can help you:

- **Advise you on the right subject mix**
- **Encourage you to participate and take on new challenges**
- **Help you to balance the demands of work and extra-curricular activities**
- **Suggest study skills to help you work more effectively**
- **Suggest time-management strategies especially around coursework deadlines and exams**
- **Support you at study reviews and disciplinary meetings**
- **Help you to set realistic goals**
- **Contribute to and collate your school reports**
- **Be available at Parents' Evenings**
- **Help with CVs, personal statements, references and planning your next steps**
- **Write your references for university or job applications made during your time at Leweston**
- **Encourage you to develop and contribute your ideas and opinions**
- **Offer a sympathetic ear**

Careers Education, Information, Advice and Guidance

A comprehensive programme of careers education begins at the start of Year 12 when students are given advice on post-Sixth Form options including university, employment, apprenticeships and taking a gap year. This is supplemented by further support and information about higher level/degree apprenticeships and a Cardiff University representative who visits Leweston in the autumn or spring term. The biennial Leweston Careers Fair takes place during the autumn term and is an excellent opportunity for students to seek out work experience, mentors, degree apprenticeship positions and a range of advice and guidance. With 35 stalls and a wide range of industry representatives and professionals, this is an excellent opportunity for the sixth form to network and develop their communication skills in preparation for entering the workplace.

Year 12 students complete a personal SWOT analysis, which forms the basis of their career development plan. During one-to-one interviews with the Careers Adviser, Dr Kay, individual students are given support and guidance which supports the LEAP enrichment programme where students research work experience and seek out super curricular opportunities to enhance their personal statements or degree apprenticeship applications.

Selected students are taken to Merton College, Oxford in the spring term, and the whole year group attends a local Russell Group University for a taster day after mock exams in the summer. The UCAS application process begins in the summer term of Year 12 as students complete their UCAS form during the Future Directions Day. During Future Directions Day students also participate in an interview workshop. A first draft of the personal statement is produced for students to finalise over the summer holidays, ready for the start of Year 13. It is particularly important that Oxbridge, medical, veterinary and dentistry applicants are well prepared due to an early application date of

15 October, as well as the need for additional tests such as UCAT. The School buys a practice set of UCAT questions from Medic Mentor for these students to work on over the summer holidays. Potential medical students who are often selected using an MMI are taken to a practice event to prepare them for this assessment. Individual interviews take place during the Autumn Term of Year 13 to finalise the five university choices and to develop the personal statement, which is checked by tutors, relevant subject teachers, the Careers Adviser and the Head of Sixth Form. The aim is for all applications to be sent to UCAS by half-term due to the benefits of early application. However, on occasion students may need more time to clarify subject or university choices. Information on the UCAS process is also provided to parents and the Careers Adviser is available for interviews at Sixth Form Parents' Evenings. Where relevant, mock interviews are organised, often using the extensive network of alumni. Oxbridge candidates are reminded to register for additional external exams which take place at the beginning of November. Extensive help is also given to art students collating their art portfolio for the creative courses. Year 13 students who want to go straight into employment are given support finalising their CV, completing job application forms and attending interviews. Once university offers have been received students are given help making their firm and insurance choices and are encouraged to apply for accommodation. A presentation on student finance gives information on how and when to apply for this funding.

On A Level results day, the Careers Adviser and Head of Sixth Form will be available to assist any students who have not achieved their predicted grades and may need help with the UCAS clearing system.

LEADERSHIP AND FURTHER ENRICHMENT

The Prefectorial Team and House Captains

Each year a team of prefects and house captains, led by the Head Prefect, is appointed to assist in various organisational tasks, contribute to aspects of school life and act as ambassadors for the school. Taking on these extra responsibilities is an opportunity to develop leadership potential and show loyalty to the school.

Current prefect roles include:

- Head Boy and Girl
- Deputy Head Boy and Girl (Charity)
- Deputy Head Boy and Girl (Pupil Voice)
- House Captains and Deputies (Campion, Fisher, Mayne, More)
- Sacristan
- Academic Prefect
- Sport Prefects
- Music Prefect
- Art Prefect
- Pastoral Prefect
- Drama Prefect
- Equine Prefect

At the start of the prefect selection process, students apply in writing to the Headmaster to be considered for a prefect role. Prefects are then elected following a hustings event, interviews with the Headmaster and Head of Sixth Form, and a round of voting by all year groups and staff. In selecting the team, consideration will be given to leadership, loyalty, sensitivity and ability to manage the responsibility of the role.

On formal occasions and when carrying out certain key duties, prefects wear a green academic gown which they receive during the 'Gowning Ceremony' at our Mass of Thanksgiving at the end of the academic year.

All members of the prefect team are expected to work hard and to give their time freely in carrying out the duties expected of them. They should

strive to be excellent role models for younger members of the school and actively contribute, individually and collectively, to the life of the school. They support the Headmaster, the staff and the Head Prefect in their duties.

We acknowledge that the responsibilities of being a prefect are not desired by everyone, yet we actively encourage all students in the Sixth Form to participate in the life of the school in their own way. These individual and team contributions are of great value to you personally as well as to others.

There are several fulfilling, alternative positions/roles available to Year 12 and Year 13:

- Peer Mentor (all Year 12 receive training for this)
- Social Secretary (leading a committee to organise social events for the Sixth Form)
- Council and/or Committee Chair/Representative (we have a variety of councils and committees at Leweston to which Sixth Form students can contribute and lead)
- Guardian (to support new students)

We are also hoping to encourage our Sixth Form students to become Subject Ambassadors within academic departments, helping to run academic clubs and societies, organise subject-based events and working with the House Captains to organise subject-based House competitions.

Competitive Houses

All Sixth Form students are valued and integral members of one of four vertical, competitive houses (Campion, Mayne, More and Fisher). If students are already a member of a House, they will retain that affiliation into the Sixth Form; new students to Leweston will be allocated to a House prior to the first day of term in Year 12. Throughout the year, and under the direction of the House

Captains, there will be opportunities for Sixth Form to take a lead in organising and running House competitions, activities and events, while encouraging other younger members of the school to take part.

Our House system is a very important aspect of Leweston life and it gives our Sixth Form a wonderful chance to interact with those younger students for whom they are role models, leaders and mentors.

The School Council

The School Council meets once a term to discuss issues concerning the life of the school and its community and to make recommendations to the Headmaster. It is chaired by the Senior Prefect with responsibility for Pupil Voice. In September, each tutor group elects representatives to attend the School Council meetings. Prior to the meetings these representatives will consult with peers to contribute items for the agenda. Minutes of the meetings will be published to all year groups.

REGISTRATION, ATTENDANCE AND ABSENCE PROCEDURES

Registration is a legal requirement and a vital part of the daily routine. It is essential to know whether you are in school or not, so various procedures are in place for your protection.

Registration takes place at 08.20 with tutors in designated tutor bases and at 14.15 in your first lesson of the afternoon. All Sixth formers must register and day students should tell their tutor their estimated time of departure for that evening. Flexi-boarders should indicate if they are boarding that evening. No student may register 'by proxy'; they must be present and prompt, moving quickly on to the next activity or lesson.

Morning registration is followed by whole school or year group activities which all must attend:

MONDAY

Tutor time with school notices

TUESDAY

Tutor Time/PSHRE/Head of Year Assembly

WEDNESDAY

Hymn practice

THURSDAY

Mass/Liturgy

FRIDAY

Head's Assembly/Tutor Time/Head of Year Assembly

If you **arrive after registration or have a study period immediately after lunch**, then you must go to Reception and register with Mrs Scott before going to the appropriate activity, your study room or lesson.

Punctuality to lessons is essential, so plan ahead and have the appropriate books with you so that you do not arrive late, particularly if you have to move to another part of the campus.

If you are ill, you must report to the Well Being Hub and make sure that a message to that effect gets to the Head of Sixth Form or your tutor.

Absence must be reported by your parents by phone or email to Reception, copying in your tutor. The school will 'chase-up' unexplained absences mid-morning.

If you are out of school on an approved school activity, please notify your teachers in advance and be aware that **it is your responsibility to find out what work you have missed and to catch up.**

Requests for absence should be made by your parents to the Headmaster via the Portal (for example essential appointments for medical and dental check-ups, driving lessons, driving test, open day visits and interviews, etc.) You should avoid missing lessons if at all possible. **It is essential that you sign out before you leave and sign in again when you return using the book at Reception. After the end of the school day, boarders should use the exeat book in the foyer.**

For visits to university open days and interviews you should give at least two days' notice, with parents requesting absence via the portal as per above. You should avoid missing essential teaching time whenever possible and always catch up any work missed. Holiday visits are recommended.

Whilst students should not leave school during the school day (i.e. before 4:25pm), as a special privilege, Year 13 students are permitted to sign out of school to go home after 1:15pm, provided they do not have any lessons period 5 or period 6, and that their intended destination is home (i.e. they do not intend to return later in the school day). All other requests to leave the site during the school day must be made via the portal and granted permission by the Headmaster.

THE SIXTH FORM DRESS CODE

Monday to Thursday - smart, dark suits to be worn (trousers or skirt and jacket) plus a shirt with full collar or a tailored blouse, tucked in. Ties are encouraged with collared shirts but are only compulsory for Mass or Liturgy. When wearing winter uniform jackets should be worn at all times. Skirts should be on or just above the knee. Smart shoes (not trainers), appropriate for a suit should be worn. Clothing (including footwear) should not be of an extreme colour or style; it must be the correct size, clean and in a good state of repair.

Friday - dress down day: Sixth Formers enjoy the privilege of expressing themselves more independently however, attire should be clean, not ripped and appropriate for our school environment. Revealing clothing of any sort, offensive logos or slogans, inappropriate images or excessively high heels will not be allowed. Trousers must be worn appropriately.

When a student is taking part in a practical subject or sports it may be necessary to change into something more suitable in order to comply with health and safety. Normal clothing should be worn on leaving that lesson or activity unless it is an all-day event.

Following a verbal request to change any aspect of clothing deemed unsuitable sanctions may be imposed if the dress code is still not followed correctly by the student. If there is a persistent failure to meet dress-code expectations, the privilege and policy will be reviewed on both an individual and a whole cohort basis.

Note: other aspects of appearance including the use of makeup, jewellery and choice of hair style must also reflect Leweston Sixth Form's expectations as outlined above.

Sixth Form Sportswear and Equipment

Items marked * must be purchased from the School Shop:

- Unisex school sports quarter zip top*
- Unisex sports top*
- Netball dress (First VII only)*
- Sports vest (optional)*
- Tracksuit bottoms*
- Running shorts and skort (girls only)*
- Rugby and training shorts (boys only)*
- Running leggings (optional)*
- Long sleeve base layer (optional)*
- Sports socks*
- Trainers
- Dark swimming jammers or swimsuit
- Swimming cap*
- Goggles and swimming towel
- Hockey shin guards/Football shin pads (optional)
- Hockey stick (optional)
- Gum shield (optional)

TRANSPORT ISSUES

Learning to drive is one of the most popular extra-curricular activities at Leweston. Passing your driving test is a real milestone in personal mobility and in personal responsibility. You may take time out of school for driving lessons provided that no teaching time is lost.

Bringing a car to school: Students will be issued with a parking permit which must be displayed in the windscreen of the car registered to the student. Permits will be limited to 15 and issued to Year 13 students only due to the parking space shortage. Any failure to follow the rules of bringing cars onsite will result in the removal of a parking permit which can then be issued to another student. Before you bring your car onsite you must submit a copy of the driver's permission form, complete with the signature(s) of your parent(s) or guardian(s) to Mrs Goodfellow for the Headmaster's consideration. If permission is granted, you must park in the car park behind the school and **not on the front drive** and observe the strict speed limits within the school grounds.

You must **not** transport another pupil in your car without written permission from your parents or guardians and those of the intended passenger(s). This form will also need to be submitted to Mrs Goodfellow and approved by the Headmaster before any other pupil is transported in your vehicle. These forms are in your student planners.

You are **not** permitted to use the car to go off campus during the School day.

If you wish to **keep a bicycle** at school, you are welcome to do so, but your parents must complete the relevant form available from Mrs Holmes.

Use of taxis: The school's preferred taxi company is Hounslows of Sherborne but you should note that taxi fares cannot be added to the school bill. You must have the cash to pay for your taxi fare at the end of the journey. If you book a taxi, make

sure that you are in Reception at the agreed time and that you sign the exit book in Reception to explain your journey.

Travelling in school transport - minibuses and coaches:

Your parents are asked to sign a permission form for you to use school transport. Check that there is a form on file for you. Staff who drive the school mini-buses have taken a driving test to confirm their competence in transporting pupils in large vehicles. Ensure that you use the seatbelts provided for your safety in these vehicles.

Car journeys to school: To minimise congestion and maximise safety on the school campus, please encourage your parents to bring you to school in good time, to observe the speed limits in the school grounds and to park only in the designated parking spaces. If you are likely to be late for any reason, a telephone call to school would be appreciated.

SIXTH FORM CODE OF CONDUCT

Whilst Sixth Form students are treated as young adults, you are still expected to observe the school's broader Code of Conduct which will be made available at the start of the school year. In addition to this, Sixth Formers are asked to adhere to the following points to ensure that a happy, safe and well-ordered atmosphere is maintained in the study rooms, Sixth Form Centre and around the school site.

- During day and evening study times, the Boarding House and Sixth Form study rooms (including the Eleanor Library) should be quiet. You may play music using headphones which doesn't distract others, however in whole-school areas such as the Pensabene Library, wider school rules pertaining to mobile phones should be followed (i.e. phones kept out of sight).
- All students are expected to help keep the Sixth Form Centre clean and tidy and to refrain from taking food or drink into any study room. Furniture, equipment and appliances in the Sixth Form Centre should be used sensibly and looked after with care. Washing up, hoovering and general tidying will be done on a weekly, tutor-group rota basis.
- Computers should be used for educational purposes related to your studies. The school's Acceptable Use of ICT Policy must be strictly adhered to at all times. Any abuse of the school facilities will incur a serious consequence.
- Sixth Form students should act as role models, behaving in an appropriate, responsible manner, treating all members of the school community and visitors with courtesy and respect, and using appropriate language at all times.
- When travelling around the school site, Sixth Form students must maintain the highest standards of conduct at all times.

- The television in the Sixth Form Common Room should only be used during break and lunch times. No student should be spending their study period watching films or playing video games. Students should also refrain from using their own devices to access entertainment content online during these times.
- Noise levels in the Common Room must remain at acceptable levels at all times so as not to distract staff or students trying to work. This includes the playing of music either on devices or the piano.
- The common room can be used as a social space during break and lunch times, and before and after school (before prep). However, during lessons/study periods, while still accessible to retrieve study materials from lockers or shelves, the common room is not to be used for this purpose. Students should study in the Pensabene and Eleanor Libraries, or their bedrooms (if boarding).

Use of Mobile Phones

Mobile phones are valuables which you should look after carefully both within school and off campus. Whilst the school appreciates your need to keep in contact with family and friends, students in Lower and Upper Sixth are expected to ensure their use of mobile devices is appropriate at all times. In particular:

- During lesson time, assemblies, prep, study, and in the library, mobile devices must be switched off (not 'silent'), and out of sight
- Phones are not to be used in the school corridors
- Phones must not be taken into Chapel
- Phones should not be used in the Dining Room

At these times and in these places it is not permitted to make or receive calls, to send messages or use a mobile device to access the internet.

There may be occasions when a member of staff gives permission for Sixth Form students to use their mobile devices in a lesson as study tools (e.g. for research), and mobile phones may be permitted in the Sixth Form Common Room so long as they are not distracting other students trying to work. Students must also fully comply with the Mobile Phone Policy.

Mobile phones are strictly not permitted in public examinations.

Lockers are provided for Sixth Form to store their valuable items.

SIXTH FORM INTERVENTION SYSTEM

Overview

At Leweston, Sixth Form students are recognised as being the most senior members of the School, and as such, are afforded certain privileges and freedoms with a corresponding expectation of increased personal responsibility and productive independence (as detailed in the Sixth Form and Student Handbooks).

Our Sixth Form Intervention System is designed to support students who may have fallen below such expectations while crucially still giving them responsibility for their own developing academic and/or behavioural conduct and performance. Using an individual target-setting mechanism, our staged system facilitates efficient monitoring and a coordinated approach by key staff to ensure effective support and positive outcomes for all Sixth Formers.

At the start of term, tutors and the Head of Sixth Form will explain in detail the full set of principles and conditions that underpin this system. Below is a quick summary for guidance:

Academic Intervention:

Stage 1 interventions will be implemented following academic concerns such as:

- Persistent lateness of work and missed deadlines
- Producing work that falls below the expected standard (for that student)
- A significant discrepancy between attainment and target assessment grades
- Poor attitude to learning/lack of focus/disruption in class

Students will progress to higher Stages (2, 3 or 4) and more serious interventions if such concerns continue or escalate. Equally, they will be moved to a lower stage when they meet their agreed targets.

Pastoral Intervention:

Stage 1 example concerns: persistent dress-code infringements, punctuality/attendance issues, unacceptable conduct and being a poor role model

Stage 2 example concerns: very rude and/or defiant behaviour, inappropriate use of internet and/or mobile technology, leaving school without permission

Stage 3 example concerns: smoking or consuming alcohol unsupervised, unauthorised use of car, intimidating/aggressive behaviour towards others

Stage 4 example concerns: possession/consumption of illegal drugs, violent assault on a member of the school community, racist/homophobic/sexist behaviour

Each Stage incurs a more serious action/intervention/ sanction to help address and improve the situation for the student. Parents will be contacted if the student progresses beyond Stage 1.

For all interventions, students will meet with relevant staff (academic and/ or pastoral) to discuss the concerns (logged on iSAMS) and set targets to address them effectively. Depending on the concern, intervention strategies for the student will be implemented and the students' progress will be monitored. In some cases, as per our whole-school policy, a sanction will also be issued. Once targets are met, students will move to a lower stage (or if on Stage 1, will be removed entirely).

AND FINALLY . . .

It will be a privilege to welcome you all to the Leweston Sixth Form in September. We hope that you are able to get a good rest over the summer holiday break but if you have any queries or concerns, having read through this handbook, please do get in touch with me (ryan-eastm@leweston.dorset.sch.uk) and I will be happy to provide you with any further information you need.

Looking ahead to 2 September 2025, we are very excited to invite you to New Pupils' Day. To mark this special occasion, we hope that you, as our new Lower Sixth cohort, will be able to join us for a unique welcome ceremony to mark the official beginning of your Sixth Form journey. Further details about this event will follow soon.

Until then, have a wonderful summer and we look forward to seeing you on New Pupils' Day in September.

Mr Matthew Ryan-East
Head of Sixth Form

Leweston Dictionary

Every school has its own 'language'. Below is a guide to some of the most common used both at Leweston and in the wider independent school world.



Assembly

/ə'sembli/

A gathering of all or part of a school to communicate information. Whole school assemblies usually take place on Monday and Friday mornings but smaller year group assemblies will be led by the Heads of Year as and when required.

Boarder

/'bɔːdə/

A student who stays overnight in school. Boarders can be flexi (stays between one and three nights), weekly (stays in Monday to Friday) or full (stays in for whole week).

Bounds

/bəʊnd/

Areas on the school campus where students are permitted to go. Different year groups will be allowed to go to different parts of the site. Areas which are not permitted are called Out of Bounds.

Bursary

/'bɜːsəri/

(1) the Finance and Operations Department
(2) a financial award, usually in the form of reduction in fees, which is given to enable a pupil to attend school

Bursar

/'bɜːsə/

The person responsible for the financial and operational management of the school.

Co-curricular

/,kəʊkə'rikjʊlə/

Refers to activities, trips and learning experiences that complement, in some way, what students are learning in their academic curriculum e.g. field trips, lectures, concerts and drama productions.

Dorm

/dɔːm/

Short for dormitory, a room where boarders sleep. At Leweston boarders are in dormitories from Years 4 to 10 after this point they move into double or single rooms.

EAL

/iː/ə,eɪ/

Abbreviation for English as an Additional Language. EAL is offered to students for whom English is not their first language.

Exeat

/'eksɪət/

A 'rest' weekend when the boarders are encouraged to leave school and take a break. Whilst UK boarders return home, international boarders are able to stay in school or travel to guardians. There are five exeat weekends in the year.

Extra - curricular

/ɛkstrə'kʌ'rɪkjʊlə/

Refers to activities that happen at school but are outside of the academic programme e.g. sports clubs, Duke of Edinburgh or community service.

Florin

/'flɒrɪn/

A boarding tutor. Florins are teachers who spend one night a week in the boarding house supporting extra academic and pastoral support to boarders.

Gaudere et Bene Facere

Leweston's school motto, translates from Latin to 'Rejoice and Do Well.'

Independent School

/'ɪndɪ'pend(ə)nt//sku:l/

These are schools that are independent in governance and funding, relying on tuition fees paid by parents rather than government. Independent, public and private schools are fundamentally the same.

ISI

/AI/Es/AI/

Abbreviation for Independent School Inspectorate. An organisation responsible for the inspection of independent schools in England. Ofsted carries out the same role in the maintained sector.

Key Stage

/kiː/ /steɪdʒ/

These are divisions in the national curriculum set by the UK government. There are five Key Stages:

- Key Stage 3 (KS3) Years 7 – 9 (age 11-14)
- Key Stage 4 (KS4) Years 10 – 11 (age 14-16)
- Key Stage 5 (KS5) Years 12 – 13 (age 16-18)

Gated

/'geɪtɪd/

A penalty for a serious break of the school rules. A student who is gated is not allowed to leave school for a given period of time and experiences a loss of privileges.

Guardian

/'gɑːdiən/

(1) all new pupils are given a guardian in their own year group to look after them for the first week
(2) students whose families live overseas are required to have an adult guardian in the UK who can look after them should the need arise.

House

/haʊs/

(1) each pupil belongs to one of four academic houses
(2) boarders live in one of four Houses which are situated upstairs in the school building. The different Houses are: Martha (girls Years 4 to 8), Cecilia (girls Years 9 and 10), Eleanor (girls Years 11 to 13) Antony (boys Years 4 to 13).

Little Break

/'lɪt(ə)l/ /breɪk/

The short break time in the morning, it runs from 10.45am to 11.05am and is an opportunity to buy tuck.

Lower Sixth

/'ləʊə/ /sɪksθ/

An alternative term for Year 12 often used in independent schools.

Home Clothes

/həʊm/ /kləʊ(ð)z/

Boarders are permitted to wear their own clothes at the end of the day and weekends. The school occasionally holds non-uniform days when students are allowed to wear their own clothes for a small donation to charity.

Period

/'pɪərɪəd/

An alternative word for lesson. The school day at Leweston is divided into six periods in the Senior School.

Prep

/prɛp/

(1) short for Preparatory, an independent school which teaches younger children. Prep Schools typically take children from age 5 to either 11 or 13 depending on the school structure.
(2) an alternative word for homework as well as the period of time when homework is done.

Prefect

/'priːfɛkt/

A pupil in Year 13 who takes on a leadership role in the school. The prefect team are lead by the Head and Deputy Prefects. All Year 13 students have the opportunity to apply to be a prefect.

Public Schools

/'pʌblɪk//sku:l/

The first independent schools, called public because anyone could join as long as they could pay the fees. In modern times the term is used to describe the oldest and most famous independent schools such as Eton and Harrow.

Registration

/redʒɪ'streɪʃ(ə)n/

1) Part of the admissions process, completing the registration form and paying the registration fee holds a place in the prospective pupil's year group
2) A legal requirement, pupils are registered twice a day to check who is and is not in school. Registration happens on arrival at 8.15am and again at lunchtime. Pupils are registered in their form groups.

Scholarship

/'skɒləʃɪp/

An award made by the school to recognise the achievements, talent or potential of a pupil in a given field. At Leweston scholarships are offered for Academic Excellence, Art and Design, Drama, Equestrian, Music, Pentathlon and Sport.

SEN

/sɛn/

Abbreviation for Special Educational Needs, at Leweston this Department is called Individual Needs and supports those students who may need extra help with an aspect of their learning.

Study

/'stʌdi/

(1) a single or double student bedroom
(2) a period in the day when a student does not have a lesson but expected to work independently.

Tea

/tiː/

A cake and hot drink provided to pupils when lessons finish and before after-school activities.

Tuck

/tʌk/

An alternative word for snacks. Pupils are allowed to bring tuck into school to eat at break time. Boarders can bring a tuck box to school at the start of term to store their own tuck.

Tuck Shop

/tʌk//ʃɒp/

Internal school shop where you can buy tuck at break time. Run by Sixth Form the money raised goes to charity.

Tutor

/'tjuːtə/

The teacher or teachers who leads the tutor group.

Tutor Group

/'tjuːtə//gruːp/

Every pupil belongs to a tutor group, also known as form, made up of other students in their year. Most years have either two or three tutor groups. Pupils spend time with their tutor group in the mornings and are registered in these groups at the beginning and middle of the day.

UCAS

/'juːkəs/

UCAS or the Universities and Colleges Admissions Service is the central admissions service for all UK university courses. Everyone (including students based overseas) who wants to apply for a place at a UK university must do so through UCAS.

Upper Sixth

/'ʌpə//sɪksθ/

An alternative term for Year 13 often used in independent schools.

