

Outwood Post 16 Centre

Welcome to
Outwood Post 16



Student Handbook 2024-25

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THE CENTRE DAY

Arrival on Site	8.15am
Session 1 – 2	8.25am – 10.25am
Break	10.25am - 11.00am
Session 3	11.00am – 12.00pm
Session 4 / Staggered Lunch	12.00pm – 1.30pm
Session 5	1.30pm – 2.30pm
Enrichment Activities	2.30pm – 3.30pm

CENTRE TERM DATES 2024-25

AUTUMN TERM 2023

Monday 2 nd September 2024	Open – Staff Only	Year 11 into Year 12 1:1 Enrolment Appointments
Tuesday 3 rd September 2024	First day for:	Year 12 students – Induction Morning – 9.00am – 12.00noon
Wednesday 5 th September 2024	First day for:	A Level lessons begin for both Year 12 & Year 13 students
Friday 18 th October 2024	Last day:	October Half Term
Monday 4 th November 2024	First day:	Return after Half Term
Friday 20 th December 2024	Last day:	End of Term

SPRING TERM 2025

Monday 6 th January 2025	First day for:	Start of Spring Term
Friday 14 th February 2025	Last day:	February Half Term
Monday 24 th February 2025	First day:	Return after Half Term
Friday 4 th April 2025	Last day:	End of Term – Easter

SUMMER TERM 2025

Tuesday 22 nd April 2025	First day for:	Start of Summer Term
Monday 5 th May 2025	Centre closed for:	May Day Bank Holiday
Friday 23 rd May 2025	Last day:	May Half Term
Monday 2 nd June 2025	First day:	Return after Half Term
Friday 30 th June 2025	Centre closed for students:	Staff Training Day
Thursday 24 th July 2025	Last day:	End of Term – Summer Holidays

KEY TERM DATES 2024-25

All Post 16 lessons commence (Year 12 & Year 13)	Wednesday 5 th September 2024
Final day for course changes	Friday 27 th September 2024
UCAS Early Application Deadline (Year 13)	Tuesday 15 th October 2024
Progress Evening with Subject Staff	Thursday 7 th November 2024- TBC
Internal Examinations (Year 12)	W/c 11 th November 2024 - TBC
Post 16 Centre Information Evening (Year 11)	Thursday 21 st November 2024
Internal Examinations (Year 13)	W/c 13 th January 2025
UCAS Deadline (Year 13)	Wednesday 29 th January 2025
Progress Evening with Subject Staff	Thursday 16 th January 2025 – TBC
Progress Evening with Subject Staff	Thursday 24 th April 2025 – TBC

CENTRE CORE TEAM

Head of the Centre	Mrs J Shea
Year 12 Learning Manager	Mr M Britland
Year 13 Learning Manager	Mrs M Entwistle
Safeguarding and Attendance Officer	Mrs G Laurence
Post 16 Office Manager	Mrs J Bilham
Learning Resource Manager	Mrs R Booth
Exams and Assessment Officer	Mrs A Briggs
Receptionist / Admin Assistant	Ms M Watson
Senior Science Technician	Mr R Sault
Caretaker	Mr M Rodgers
Catering Staff	Mrs N Longden
Progress Careers Representative	Mrs R Darby / Mr S Panting

WHAT TO DO IF....

ATTENDANCE PROCEDURES

I am absent	You must contact the Post 16 Centre on 01909 504090 before 8.15am, each day you are absent. Up to 3 absences due to illness will be authorised before medical evidence is needed.
I am late and have a lesson	You must sign in the 'Student Late Book' on main reception and then see the Safeguarding/Attendance Officer.
I have a study session	You must sign in the 'Study Sessions Attendance Book' that is located outside the Learning Manager's office. Your Learning Manager and/or SLT will periodically check your attendance.
I have a medical / dental appointment	Medical and dental appointments should be arranged outside of lesson time. If this is unavoidable, you must show your appointment card to your Learning Manager.
I need time off during term time	Only under special circumstances will the absence be authorised. All other absences will be recorded as unauthorised, and will be counted as such on attendance references.
I have my driving test	An appointment card / letter is required as evidence. This will be authorised.
I am attending a university open day	Inform your Learning Manager of the details. This will be authorised.

STUDENT HEALTH, SAFETY AND WELLBEING

I have lost something	Please see reception in the first instance, followed by your Learning Manager if the item has not been found/handed in.
I do not feel well	You must see your Learning Manager who will contact home if you are judged to be too ill to remain in the Centre.
I have a personal problem that I need to talk to someone about	Tell somebody – see your Guidance Tutor, Learning Manager, Subject Teacher or a friend. Do not keep it to yourself.
I wish to raise an issue which I think affects other students	Student Voice is the best way to raise any ideas, issues or concerns you may have. Alternatively approach your Guidance Tutor or Learning Manager.
I am in financial hardship and think I am entitled to the Post 16 Bursary.	Please see your Learning Manager for information and an application form.
I need to change my contact details.	Please see Reception or your Learning Manager.

HOME – CENTRE AGREEMENT

I/We shall ensure:

- My/our son/daughter will attend the Centre regularly, punctually and properly equipped.
- I/we will avoid taking holidays during term time.
- I/we will value the education that my son/daughter receives and encourage and support all their learning and achievements.
- I/we will ensure our son/daughter informs the Centre each day of any absence.
- I/we will make the Centre aware of any concerns or problems that might affect my son/daughter's work or behaviour.
- I/we will support the Centre's policies and procedures for behaviour.
- I/we will support the Centre's approach to online safety, cyber-bullying and malicious communications.
- I/we will attend progress evenings for discussions about my son/daughter's progress.
- I/we will encourage my son/daughter to work hard and support them by providing them with the opportunity to complete work at home.

Outwood Post 16 Centre

The Centre will ensure that:

- We care for your son/daughter's safety and happiness.
- Your son/daughter achieves their full potential as a valued student at the Centre.
- We provide a balanced curriculum and meet the individual needs of your son/daughter.
- We achieve high standards of work and behaviour through building positive relationships and developing a sense of responsibility.
- We will keep you informed about general Centre matters and your son/daughter's progress in particular.
- We will be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the Centre.

The student

I will:

- Attend the Centre regularly and on time.
- Bring all my equipment that I need every day.
- Wear the correct business dress.
- Complete all my studies, both in class and independently, to the best of my ability.
- Be polite and helpful to others.
- Respect the learning environment of the Centre and keep it free from litter and graffiti.
- Not engage in any malicious communications online that could upset or cause offence to any members of staff, students, parents and carers or any member of the school community.

POST 16 EXPECTATIONS

Business Dress Code

All students who study at the Post 16 Centre are expected to wear business dress. The expectations are outlined below and any student who fails to meet these standards is at risk of disciplinary action.

It is the role of the student to maintain the boundaries of acceptable business dress and presentation. In all cases, the judgement of the Head of the Centre will be final on matters of acceptable dress and presentation. Students should consult with the Head of the Centre before wearing an item of clothing about which they are unclear as to its suitability.

Female

- Smart jacket
- Tailored trousers
- Skirt or dress of appropriate length
- No leggings
- No leather trousers/skirts
- Appropriate blouse or top (not low cut or strappy)
- Tights must be worn with skirts or dresses
- Shoes – smart shoes with heels up to 1½ inches
- Smart boots are allowed not UGG type boots
- No shorts
- No sandals or shoes/boots with open toes for health and safety reasons
- No trainers
- No hoodies
- One small nose piercing is allowed



Male

- Smart suit (jacket & trousers of the same colour)
- Shirt and tie of choice
- Tie must be worn with shirt collar fastened and tie length to reach the top of trousers/belt
- Shoes – smart shoes
- No shorts
- No sandals or shoes/boots with open toes for health and safety reasons
- No trainers
- No hoodies
- One small nose piercing is allowed



POST 16 EXPECTATIONS

Mobile 'Phones / Electronic Music Equipment

The same standards are expected of our Post 16 students as of our adult staff; during lessons, guidance time and assemblies, mobile 'phones should be switched off and should not be used. Students should not listen to music or watch videos unless it forms part of their learning activity, e.g. editing music or video editing. A quiet working environment is maintained in all areas of study and we believe it is important that students learn to concentrate for long periods, without headphones, in preparation for exam situations.

Post 16 students have been accorded the privilege of being allowed to bring in their mobile 'phones to the Centre, but if they are used in contravention of this policy or in an immature or irresponsible manner the privilege will be revoked. Mobile 'phones should be out of sight during lessons and in study areas.

Smoking/Vaping

It should be clearly understood that the Post 16 Centre and the whole site is a **strictly no-smoking/vaping** site.

Part-Time Employment

Many Post 16 students choose to have a part time job, which can bring both financial and personal benefits. However, you should exercise caution with the number of hours you spend in employment each week and ensure this does not adversely affect your studies. Working late into the evening is likely to affect you next day at the Centre. Your studies **MUST** be your priority during the time you spend in the Centre. Please do not arrange to work during 2.30pm – 3.30pm, as this is the time when all support and revision workshops take place.

Driving Lessons / Tests

Whilst the Centre recognises the benefits of learning to drive, students should not book any driving lessons when timetabled to be in lessons or between 2.30pm – 3.30pm. If your driving test is scheduled to take place during any of these times, please inform your Learning Manager.

Attendance

A high level of attendance and punctuality is expected at ALL times. The Centre attendance target for all students is 95%.

Students who achieve 95% attendance achieve 3 grades higher across 3 subjects compared to students at 85% or lower. For example, 95%+ attendance – A,B,B whereas 85% attendance = B, B, C.

PRAISING STARS©

We use our Praising Stars© system to inform you about your progress. The frequency of five half-termly reports enables us to improve the quality and impact of our intervention with students. This report details the following for each subject:

- Target Grade – Praising Stars© targets in Post 16 are set using ALPS, which is generated from data issued by the Alps Data Collection Software, which is updated yearly to ensure that it takes into account the most recently published results. The targets are very challenging and students will need to work hard to achieve them.
- Predicted Grade – Teachers will predict what you will attain at the end of your 2 year course based on your current performance and the teacher's professional judgement.
- Homework/Coursework – This indicates, where marked, that the teacher has a coursework concern (C) or a homework concern (H) or both (HC).
- Attendance – This indicates, where marked with an X, that the teacher has a concern that your attendance in lessons is having a negative effect on performance and progress.
- Effort Grade – Effort grades first and foremost are a measure of your performance towards meeting/exceeding your target grades. This will provide a clear indication of the work ethic in particular lessons.

E1 – Star Students

You always invest in your own learning. You:-

- ★ are always ready to learn
- ★ always listen carefully to teachers and other students
- ★ make an excellent contribution to group work and to whole class discussions
- ★ work well independently including doing homework which involves extra reading or research
- ★ always hand your homework in on time

E2 – Very Promising Students

You almost always invest in your own learning. You:-

- ★ are usually ready to learn
- ★ usually listen carefully to teachers and other students
- ★ usually make an excellent contribution to group work and to whole class discussions
- ★ try to work well independently including doing homework which involves extra reading or research
- ★ usually hand your homework in on time

E3 – Hard Working Students

You are positive about learning. You:-

- ★ generally try to be ready to learn
- ★ generally try to listen carefully to teachers and other students
- ★ generally try to make an excellent contribution to group work and to whole class discussions
- ★ are making progress with working independently and have done some homework which involves extra reading or research
- ★ generally try to hand your homework in on time

PRAISING STARS©

E4 – Wake Up Call Students

You are beginning to neglect your Post 16 studies. You:-

- ★ are sometimes not ready to learn
- ★ sometimes do not listen to the teacher and other students
- ★ sometimes do not contribute to group work and to whole class discussions
- ★ do not work well independently and do not attempt homework which involves extra reading or research
- ★ sometimes do not hand your homework in on time
- ★ exhibit behaviour which disrupts your learning and that of other students
- ★ you are in danger of not achieving your potential. The target grade you have been given will not be achieved if you do not wake up to this problem.

E5 – Target Students

You are in danger of missing out on your education. You need help in valuing your own learning and often block the learning of others. You:-

- ★ frequently interrupt lessons
- ★ slow down the learning of others and yourself
- ★ do not do enough work in lessons
- ★ arrive late
- ★ distract other students
- ★ get easily distracted
- ★ refuse reasonable requests
- ★ fail to hand in homework
- ★ you will already have been spoken to about your work and your parents will have been asked to help you back on track. You will have already had help and advice. At this stage you will be expected to attend compulsory Enrichment subject specific catch up sessions and you will be monitored closely.

E6 – Negative Students

This will not be allowed to persist. You are having major difficulties in managing your own learning and are stopping other students learning. You:-

- ★ disrupt learning
- ★ challenge other students
- ★ challenge teachers
- ★ truant from lessons
- ★ do not respond to being on report
- ★ do not improve despite the help we have offered
- ★ do no homework

Serious consequences will follow.

DISCIPLINARY PROCEDURES

In Outwood Post 16 Centre any disciplinary issues are recorded using the 'Cause for Concern' procedures. A 'Cause for Concern' form may be issued for:-

- Poor punctuality and attendance without valid reasons
- Missed deadlines
- Quality of work
- Attitude to learning
- Business dress
- Inappropriate use of mobile 'phone
- Homophobic or racial comment or incident – which is automatically escalated to Learning Manager or Head of the Centre
- Swearing
- Failure to attend **compulsory** after-school intervention.

Stage 1 – Cause for Concern form

Subject Teacher and Subject Leader provide departmental intervention / support for student. If there is insufficient impact the teacher completes a Cause for Concern form detailing the initial concern and the action they have already taken. The form is submitted to the relevant Learning Manager. The outcome is either that the issue remains at subject level or Stage 2 is initiated.

Stage 2 – Learning Manager action

The Learning Manager will email all teaching staff of the student to obtain a full picture and contact the parent/carer. A formal meeting with the student will take place and targets will be set and circulated.

Stage 3 – Learning Contract

At a meeting with the Learning Manager, student and parent/carers, a review of intervention/support occurs. A Learning Contract is drawn up, signed and circulated. This will be monitored and reviewed every 2-3 weeks.

Stage 4 – Final Stage

A meeting takes place with the Learning Manager, student, parent/carers and appropriate staff. A review of the intervention occurs and a Final Learning Contract is drawn up, signed and circulated. Weekly monitoring occurs. Failure to meet the targets on the contract may result in the student being asked to leave.

BEHAVIOUR POLICY – FIXED TERM EXCLUSIONS

‘No-one has the right to interrupt anyone else’s learning’

A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Centre’s behaviour policy and/or
- where allowing the student to remain in the Centre would seriously harm the education or welfare of the students and others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012’)

The Head of the Centre will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or ‘one-off’ offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff
- b) Sexual abuse or assault
- c) Supply an illegal drug
- d) Possession of an illegal drug with intent to supply
- e) Carrying an offensive weapon
- f) Making a malicious serious false allegation against a member of staff
- g) Potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Centre community.

Cases where the Head of the Centre can permanently exclude a student:-

- a) One of the above offences or
- b) Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on Centre premises.

The Local Academy Council’s Guidance on Offensive Weapons – the Centre has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Centre. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Head of the Centre or the Local Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners etc.

In addition, the Local Academy Council also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a) Deliberate activation of the fire alarm without good intent.
- b) Repeated or serious misuse of the Centre computers by hacking or other activities that compromise the integrity of the computer network.
- c) Repeated verbal abuse of staff.
- d) Persistent disruption and defiance that may or may not be directly linked to the Cause for Concern system.

CYBER BULLYING AND INTERNET SAFETY

Cyberbullying and Internet Safety

Cyberbullying

Cyberbullying, also known as 'trolling', is the act of using the internet to bully others. This can be done through social media (such as Facebook or Instagram), instant messaging (such as Whatsapp or Messenger) or in other ways such as blogs or emails.

People engaging in Cyberbullying are committing offences under the Malicious Communications Act. At Outwood Post 16 Centre we do not tolerate any type of bullying, including Cyberbullying.

Tips for addressing Cyberbullying

- Do not respond to anyone bullying or trolling you online
- Block and report the person and change your privacy settings
- Speak to an adult you trust or a member of the Safeguarding Team at Post 16
- Organisations such as Childline (0800 1111) can offer confidential support and advice

Internet Safety

The internet and mobile phones offer new ways for people to be connected. Many of our students are unaware of the risks that technology can present - these can include

- Having online friends who they do not know in 'real life'
- Sharing, receiving or viewing explicit images or 'nudes' (sometimes called sexting)
- Being pressured to make sexual or inappropriate content using webcams or mobile phones
- Coming across explicit images by mistake

Upskirting

Since 2019 'Upskirting' has been listed as a criminal offence. Upskirting usually involves taking a picture under a person's clothing, without them knowing, with the intention of viewing their genitals. Incidents of this nature will be taken seriously. We ask that any student who experiences Upskirting report this to a member of the Safeguarding Team, even if the event has taken place outside of the Post 16 Centre.

Peer on Peer Abuse

Outwood Post 16 Centre Worksop recognises that students can be harmful towards one another in several ways that can be classified as **peer on peer abuse**. Staff are trained to recognise and support victims of this abuse. Peer on peer abuse is not tolerated at the Centre and we actively encourage students to speak to any member of staff about any incidents that make them feel uncomfortable, hurt or humiliated. Peer on peer abuse can include -

- Bullying (in person, online and via messages)
- Physical abuse (such as hitting, punching or hair pulling)
- Sexual violence
- Sexual harassment (such as sexual comments or 'jokes')
- Upskirting
- Youth produced sexual imagery (sometimes called sexting, sending sexual images via phones or the internet)
- Hazing (initiation rituals, tasks to be completed before being allowed to join a friendship group)

SAFEGUARDING

At Outwood Post 16 Centre Worksop we believe that **everyone** has a responsibility to promote the safeguarding and welfare of our students.

All staff are trained to support student welfare. Students are able to speak to any member of staff about any concerns or worries they may have. These worries may be here in the Centre, at home, in the community or online.

We also have a Safeguarding Team on site during all student hours and welcome parents and carers to contact them via the main telephone number to discuss any concerns.

Mrs Janette Shea - Designated Safeguarding Leader (Head of Centre)

PLAGIARISM

It is extremely important that you understand the implications of plagiarism. Plagiarism is:

- to steal and pass off the ideas or words of another as one's own
- to use another's work without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Plagiarism is a form of cheating. Copying the ideas of others and presenting them as your own, amounts to stealing some of the credit for another person's work and dishonestly obtaining credit for yourself.

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words by copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

What about images, videos and music?

Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism. The following activities are very common in today's society. Despite their popularity, they still count as plagiarism.

- Copying media (especially images) from other websites to paste them into your own papers or websites
- Making a video using footage from others' videos or using copyrighted music as part of the soundtrack
- Performing another person's copyrighted music (i.e. playing a cover)
- Composing a piece of music that borrows heavily from another composition.

It is, of course, completely acceptable to use another person's writings to aid your own learning and understanding but when writing essays, reports etc., if we include the work of others it should be clearly acknowledged as such.

If plagiarism is found in a student's work, this will be recorded and disciplinary action may follow. If plagiarism is found in work submitted for external examinations or coursework, this could lead to disqualification from that and other examinations.

16-19 BURSARY

Guidance for Students

In order to ascertain whether you are eligible for the 16-19 Bursary, you should follow the guidance below.

The application form is available from your Learning Manager and the full policy is available on the Outwood Post 16 Centre website.

16-19 Bursary – Guidelines for Students

In order to ascertain whether you are eligible for a 16-19 Bursary you should follow the guidelines below

Full Bursary

If the answer to any of these questions is 'YES' you are **automatically eligible** to receive a £1200 16-19 Bursary

- Student is currently in care (as defined by Social Services)
- Student is leaving or has recently left care.
- Student is claiming Income Support or Universal Credit (in their own name)
- Disabled students receiving both Employment Support and Disability Living Allowance or PIP.

Eligible to Apply Bursary

If the answer to any of these questions is 'YES' you are **eligible to apply** for a Discretionary Bursary.

- A household income of below £25,000
- A student currently entitled to Free School Meals
- A student whose parents/carers are currently claiming other means-tested benefits including Income Support, Working Tax Credit / Child Tax Credit, Employment and Support Allowance (ESA), Job Seekers Allowance (JSA), Universal Credit/Pension Credit who is not entitled to Free School Meals
- At the decision of the Head of the Centre, any student who does not fall under the categories listed above, but considers themselves to be in financial hardship.
- Students who are young carers and are not in receipt of a carer's allowance.

- You must be **under 19 on the 31st August** in the academic year you start your course to be eligible for a Bursary.
- If you **turn 19 during your programme of study** and you are **automatically eligible** for a Full Bursary or are successful in applying for an **Eligible to Apply Bursary** you will be supported until the end of the academic year.

16-19 BURSARY

Purchasing Guidance

The 16-19 Bursary was implemented to remove any barriers that a young person may face when trying to access learning at Post 16, therefore the Discretionary Bursary can be accessed for many different things. In summary, it is primarily used for the following:

- Transport
- Course related materials / clothing / resources etc
- DBS checks for students who need it for a work placement
- Course related trips
- UCAS applications and open day costs
- Business dress

The Discretionary Bursary is allocated as one set of money from the Government for all eligible students to have fair and equitable access. The word 'discretionary' however means truly that; no student is 'entitled' to any funds or a set amount of funds. Furthermore, if a student is underperforming, has poor effort/attendance or is exceeding the guided allowance, discussions will take place between the Learning Manager and student and some items may not be reimbursed.

Below is a reminder of what is deemed to be 'business dress' and guidance to how many items we would suggest as a maximum quantity each academic year. If further items are required through natural wear and tear, then additional quantities can be ordered under the approval of the Head of the Centre.

Female	Male
Smart jacket Trousers Skirt Dress Smart shoes Smart boots Blouses / tops	Smart suit – jacket and trousers Shirt Tie Smart shoes
<u>Additional Items</u> Suitable coat Bag for school use	<u>Additional Items</u> Suitable coat Bag for school use

Reimbursing Goods

The receipt for items purchased must be brought back to your Learning Manager. The receipt will then be attached to a Bursary form which will be submitted to the Finance Department.

The Finance Department will reimburse the payment directly into the student's bank using the details provided on the Bursary Application form.

All forms of stationery can be obtained from your Learning Manager.

DAILY SUPPORT AND 'GUIDANCE'

You will have a dedicated Post 16 Guidance Tutor. This member of staff delivers the Guidance Programme and will closely monitor achievement and attendance. You will have contact with your Guidance Tutor for one hour every Monday morning. They will support you with all applications for higher education, further training or employment and the relationship that you build will help create an outstanding reference.

What is the point of Guidance?

- To provide support and pastoral care for you throughout your time at Outwood Post 16 Centre.
- To provide individual advice and guidance and to review the targets set to help you achieve your full potential in your subjects.
- To mentor and assist you in achieving your Post 18 aspirations, including UCAS applications, apprenticeship applications and other career pathways.

What do students do in Guidance?

Some sessions will be in classrooms with your Guidance Tutor whereas others will be collective talks or workshops for an entire year group. The guidance programme includes the following:-

- Carousel of workshops including NCS teambuilding activities, Progress Careers planning ahead activity, supported study workshop, individual reviews and target setting with Guidance Tutor
- Raising awareness of Mental Health
- CV writing workshop
- Driving safety talk by Nottinghamshire Fire Service
- Anthony Nolan Trust presentation and registration for the STEM Cell Register
- Why go to university talks by local universities
- Higher & Degree Level Apprenticeships presentations
- Personal Statement workshop
- Higher education planning and research
- Higher education exhibition
- Summer school information
- Labour market / Apprenticeship sessions
- Mock interviews involving local universities and employers
- Step by step guide through the UCAS application process including writing a competitive personal statement
- Student finance presentation
- Surviving your first weeks of university presentation by a local university
- External speakers – university accommodation, maintenance and tuition loans
- UCAS budget planner session
- Motivational speakers
- Exam revision technique sessions

DAILY SUPPORT AND 'GUIDANCE'

What do Guidance Tutors support students with?

Guidance Tutors are your first point of call for any pastoral support you may need. They will also:-

- Help your transition from Year 11 into Year 12
- Deliver key messages / information
- Review and discuss your academic targets
- Track your progress using Praising Stars©
- Discuss any concerns raised and work with you to rectify these
- Support and guide you regarding your Post 18 choices
- Collate a reference from each of your subject staff to produce your academic reference for your university, apprenticeship or employment application
- Support you with your personal statement
- Provide support prior to and during the examination season
- Meet with parents / carers regarding any concerns you may have

CAREERS GUIDANCE

Outwood Grange Family of Schools recognise that all students require expert advice in planning for their future and therefore are proud to work in partnership with Progress Careers. to provide guidance from qualified and experienced advisors. All students within Post 16 will be provided with the opportunity for a one-to-one guidance session with a member of the Progress Careers team.

Progress Careers provide a menu of careers information, individual advice and guidance (IAG) services for students, including:-

- One-to-one impartial guidance
- Personal coaching, including how to write a CV and practise interview techniques
- Help with applications to further / higher education
- Psychometric assessments with personalised feedback
- Support for both students and their parents/carers on key transition and option choices
- Careers information and advice on all available options, including apprenticeships, work-based learning and traditional pathways post 16
- Support following exam results, to help students decide on what to do next
- Workshops for students and parents/carers on key career issues (which could include weighing up the costs and benefits of various post-18 choices, such as higher education and its alternatives).

A member of the Progress Careers team is available in the Centre every week and an appointment can be made through your Learning Manager.

Key progression websites:

www.ucas.com

www.nationalcareersservice.direct.gov.uk

MARKING AND ASSESSMENT

Teachers' marking and assessment of students' progress and attainment, together with students' assessment of their own progress and attainment are central to moving all students forward.

We mark in order to inform:

Students

Students need to know when they have done well. Marking enables students to recognise the strengths of their work and further encourage them to be praised for their efforts when they have worked hard. In addition to this, marking informs students how to improve and address misconceptions.

Teachers

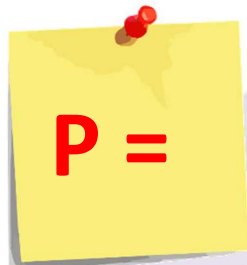
Teachers need students' responses, oral and written, to judge what students have learned, how effectively they have been taught and also to inform future planning.

Parents and Carers

Parents and carers use our marks and comments to gauge their son/daughter's learning and to work with us to motivate and improve students' performance and progress.

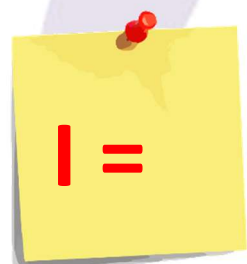
What will marking look like?

Teachers will assess students' work after every 5 hours of learning time or every 2 weeks, whichever is soonest. At least once per term, teachers will provide in-depth feedback which identifies positive elements, areas which require improvement and clear advice on how to improve, using the acronym PIN.



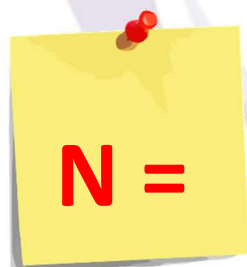
PRAISE

Positive aspects of your work



IMPROVEMENT (Literacy)

What you need to do to improve



NEXT STEPS

How you make the improvement

YOUR COMMITMENT TO US

The Post 16 commitments are an investment by you in your own future; they will help you develop as a learner, student and person. Furthermore all of these commitments should be fun, challenging and will help open the door to your post 18 ambition.

All feedback acted on to the very best of your ability

Success at Post 16 is the product of hard work and a growth mind-set, the belief that you can develop your intelligence and is not fixed. In order to improve consistently you need to react to the feedback provided by your teachers and reproduce your work to an ever higher standard. Investing time and effort throughout the year will help you to achieve excellent results and your post 18 ambition.

Be an ambassador for the Post 16 Centre at an Academy Event

Discussions with students tells us that you are proud to be a student at the Post 16 Centre and that the quality of teaching, learning and support has been outstanding. By representing the Centre at open events, in assemblies and by talking to students in other schools, you can help ensure that others have the opportunity to enjoy the great experience that you do.

Read at least one book beyond the curriculum for the subjects you study

Reading around your chosen subjects will help you improve your grades, widen your knowledge and prepare you for any further study you might want to do in that curriculum area. Developing your wider reading will ensure you are better prepared for interviews and have a much deeper and broader understanding of the world in general.

Complete at least one mock interview and respond to feedback

With more and more students gaining high results at A Level, it is often your performance at interview that can help secure a place at university / job / apprenticeship of your choice. In recent years, many students have gained unconditional UCAS offers on the basis of their interview performance. Without practice, however, interviews can be tricky. Having multiple mock interviews, will help you to be prepared for the unexpected and it will help reduce your nerves and build your confidence for the real thing.

Attend extra-curricular activities on a regular basis

Universities and employers openly say that it is not good enough to just excel in academia; you need to show that you are a well-rounded individual who can balance personal challenges with your studies. Have at least one thing that you regularly do out of the classroom. Show commitment to things other than your A Levels.

Undertake volunteer work in the local area

People choose to volunteer for a variety of reasons. For some it offers the chance to give something back to the community or make a difference to the people around them. For others it provides an opportunity to develop new skills or build on existing experience and knowledge. Volunteering can be flexible and therefore fit around your curriculum and holidays.

Attend open days

Deciding whether university is for you is a challenging prospect and visiting a number of universities will help you in making this choice. By visiting prospective universities, you will not only engage with potential tutors but it will also give you a real insight into an ethos of the institution that you can draw upon in any interview situation.

CURRICULUM

Pathways

There are two pathways available at Key Stage 5, depending on your GCSE results:-

GCSE Outcome	Progression Route
Students who have achieved a minimum of 5 GCSEs grades 9-4	Either:- 3 x A Level subjects + Extended Project or L3 Core Maths or resit GCSE Or 3 x A Level subjects The 3 A Level subjects will be studied for 2 years and will be full A Level qualifications with the examinations sat at the end of the 2 years
Students who have achieved a minimum of 5 GCSEs grades 9-4, with the majority of grades being 8/9 (Attainment 8 score of 8 or above)	Either:- 4 x A Level subjects (The final decision on suitability to do 4 subjects will be made after you receive your GCSE results. The 4 subjects will be studied for 2 years and will be full A Level qualifications with the examinations sat at the end of the 2 years) Or 3 x A Level subjects + Further Maths (for 1 or 2 years) or L3 Core Maths or Extended Project Or 3 x A Level subjects

If you are studying 3 A level subjects, you will have 'study session' showing on your timetable where you do not have an A level lesson. You are required to sign in the Student Study folder located outside the Learning Manager's office and this time should be spent doing additional studies for your A level subjects in a designated study area. To help you achieve your target grades it is strongly recommended that you spend at least 5 hours per subject per week outside of your timetabled lessons to study for your A level subjects.

Staggered Lunch

Session 4 is 1 hour 30 minutes in duration, including ½-hour lunchtime. You will not be on the same lunchtime each day as lunchtimes are split into subject areas to reduce the amount of disruption to other lessons still taking place.

CURRICULUM

Post 16 Curriculum

A list of all A level subjects offered at the Post 16 Centre are shown below:

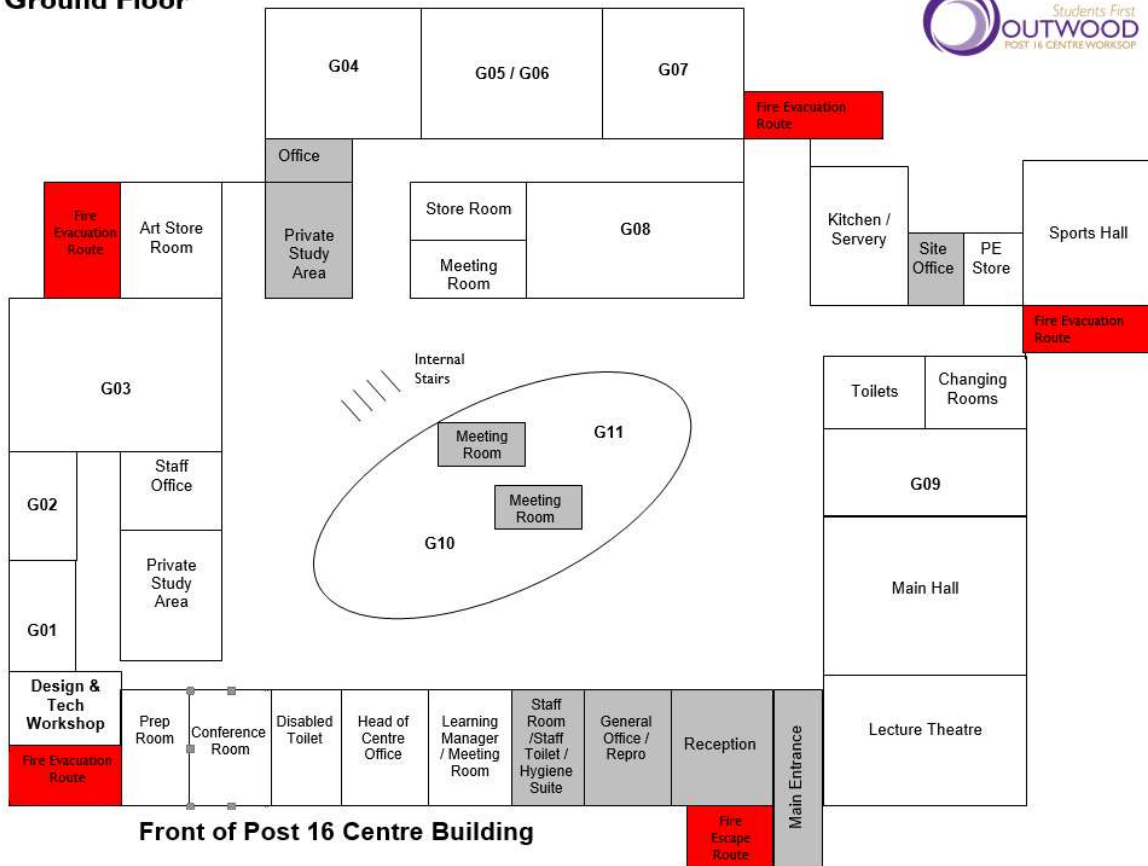
- Art & Design
- Biology
- Business
- Chemistry
- Computer Science
- Drama & Theatre Studies
- English Language
- English Literature
- Extended Project
- French
- Further Maths
- Geography
- History
- Law
- Level 3 Core Mathematics
- Mathematics
- Media Studies
- Music
- Philosophy & Ethics
- Photography
- Physical Education
- Physics
- Politics
- Product Design
- Psychology
- Sociology
- Textiles

The Centre also offers the following courses:-

- BTEC Extended Certificate in Health and Social Care
- BTEC Diploma in Health & Social Care

POST 16 CENTRE LAYOUT

Ground Floor



Front of Post 16 Centre Building

Upper Floor

