



MALTBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



Wath
Academy
Sixth Form

Transition Booklet

2023/24

Wath Academy

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives



Our Key Drivers

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

Curriculum Intent



All students develop an inner belief and ambition to fulfil their dreams

Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point

All students develop a passion for life-long learning

An appetite for acquiring further knowledge, skills and awareness throughout their lives

All students gain first rate qualifications

Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage

All students develop exceptional character

Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world

All students develop high levels of cultural and global awareness

Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community

All students develop a love of reading

All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life

All students become responsible citizens

Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society

All students gain an array of positive school memories

Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference



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Welcome from the Principal

We are delighted that you have chosen to spend the next two years of your journey with us. For you, the second part of our vision “delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives” is soon to become a reality as you prepare to embark on the rest of your lives. Over the next two years, we will endeavour to provide you with every supportive measure you require to become happy and successful.

The academic outcomes of Wath Academy Sixth Form are consistently strong, as is our enrichment offer and careers programme. However, in line with our Key Drivers The Highest Expectations and Growth Mindset, we want to be even better. We are passionate about ensuring that you leave with an academic suite of qualifications which leave all doors open but also as good citizens who positively contribute to society.

Over the course of the next two years, you will experience some incredible highs and some significant challenges, but our experienced team of experts will be here to guide and support you in ensuring that you look back at your time at Wath Academy Sixth Form with happiness and pride.

Our newly designed curriculum clearly signifies our ambition for each of our students. It is through the delivery of our curriculum offer that we see ourselves achieving our intent. We see our curriculum as much more than just what happens in the classrooms; our extensive enrichment offer and commitment to developing true character makes Wath Academy Sixth Form stand out from the crowd.

I'm excited to see you realise your potential and begin your journey to achieving your dreams and aspirations.

Kindest regards,

Mr L Ransome
Principal



Welcome from the Head of Sixth Form

Welcome to Wath Academy Sixth Form! We are delighted that you have chosen to continue your studies with us and look forward to seeing you at your enrolment interview. We pride ourselves on the support we provide to our students from application to graduation and beyond. At this time, we are aware that many of you will be anxious about making subject choices and potentially moving to a new school. We would like to reassure you that the Sixth Form Team are here to provide support and answer any questions you may have.

The Sixth Form here at Wath is steeped in tradition and we have an impressive record when it comes to developing well-rounded students who have the qualifications, skills and character to go on and live happy and successful lives. Our world-class learning within the classroom, combined with quality pastoral care outside of it, will ensure that you are supported through this vital stage in your education. Our academic results are impressive. However we are most proud of the fact that these results, combined with character education, enable Wath students to achieve aspirational post-18 destinations. Year on year, our students gain places at some of the best universities, including Oxford and Cambridge, or highly sought Degree Apprenticeships.

Our enrichment opportunities and education outside of the classroom is what I believe makes our Sixth Form unique. Subject choices and results will of course be crucial to the future success of our students. However, although subject qualifications might get you a job interview in the future, it will be your character that secures you the post. Therefore, we expect our students to immerse themselves in activities outside of the classroom that will significantly contribute to their overall development.

I cannot wait to celebrate your GCSE exam success at enrolment and support you throughout this next stage of your education.

Yours sincerely,

Miss L Slasor
Head of Sixth Form





Welcome from the Head of Year 12

I would like to begin with offering you a warm welcome to Wath Academy Sixth Form. I am convinced that your choice to attend Wath for your post-16 education is the right one and will provide you with the best opportunity to progress onto Higher Education, further training or employment. During the enrolment process we will discuss your options and ensure you take up the right suite of qualifications that gives you the best opportunity of success.

Everything that we do at Wath Academy Sixth Form evolves from our vision, "Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives". An obvious starting point for this is in the classroom. Across all faculty areas within the Academy are subject specialists who strive to embed world-class learning in every lesson, every day, providing you with a fantastic opportunity to excel in your chosen subjects and develop a passion for life-long learning.

Not only will you be supported academically, but we will endeavour to build your character so you will stand out from the crowd when it comes to applying for post-18 opportunities or employment. This will be done through our planned tutor programme and Life Skills sessions by developing enviable qualities such as resilience, grit and determination to realise your ambitions. Embedded in the Sixth Form programme is careers education. Here you will be exposed to Universities and employers in the form of interviews, workshops and webinars enabling you to get ahead of your competitors.

Everyone who attends Wath Academy Sixth Form will be pushed to be the best version of themselves, whether it is in the classroom, working independently or when participating in extra-curricular activities. We want all students to become responsible citizens, and there is no better opportunity than being a student at Wath Academy Sixth Form. Wearing the black blazer means you become a role model within the

Wath community, and as such set an example for younger students in all aspects of school life and beyond. Those students who fully immerse themselves into the Sixth Form experience are the ones who go on to live happy and successful lives. Choosing to study here at Wath is the first step.

Welcome to Wath Academy Sixth Form!

Yours sincerely

Mr. M Barlow

Assistant Head of Sixth Form
Head of Y12





Investment in Learning

Investment in Learning (IiL) is how we judge student engagement at Wath Academy. Throughout the year, your Investment in Learning and Attainment in your chosen subjects will be sent home.

This information is used as a way to motivate and inspire students to be 'Fully Invested' in each category. The four categories have been chosen carefully as the foundations to success. These skills are useful not just in an academic journey but also throughout life.

After each Investment in Learning Cycle, students will review their own progress in their organisers and have one-to-one conversations with their tutors about how to maintain their investment in each of the four categories. This ensures that all students are fully supported to become well rounded individuals and boost their attitude & effort, oracy, quality of submitted homework and response to feedback.

The Sixth Form Team will also use this information to guide academic discussions with students and put supportive interventions in place.

Students with high Investment in Learning will receive nominations for the Key Driver Awards which are held every half term. The winning students will be identified in assembly and awarded a certificate and prize for their efforts throughout the half term.

Our aim is for all students to be 'Fully Invested' in their learning, providing them with a platform for academic success. Students regularly receive IiL grades for each subject.



	Attitude and Effort	Oracy	Homework	Response to Feedback
Fully Invested in Learning	<ul style="list-style-type: none"> I am always punctual to lessons. I am always fully equipped for learning. I have a positive attitude towards my learning, 100% of the time. I have high aspirations for myself. I am always resilient in lessons. I learn from my mistakes; I understand that they are vital in my progress. I never receive warnings. I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson. 	<ul style="list-style-type: none"> I articulate myself confidently. I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas. I express my opinions and ideas, without needing the sentence stems provided. I work effectively in a variety of different Oracy groupings. I apply accurate, subject-specific vocabulary in my contributions. I always listen carefully to my peers and build on their ideas. 	<ul style="list-style-type: none"> I take responsibility for my homework and always complete it to a high standard. I always hand in my homework on time. If needed, I always seek support, well in advance of the deadline. I often complete extra work and submit this work for feedback. I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear. 	<ul style="list-style-type: none"> I always proactively seek support on how to improve. I always use my initiative and independent thinking skills to improve. I am consistently willing to go back and improve my work, showing resilience. I always engage with CTG activities in order to improve. I always have a resilient attitude when mistakes are made. I can ask important questions to help improve my work.
Engaged in Learning	<ul style="list-style-type: none"> I am mostly punctual to lessons. I am well equipped for learning most of the time. I have a positive attitude towards my learning, almost all of the time. I am mostly resilient in lessons. I rarely receive warnings. I complete work to a high standard and to the best of my ability. 	<ul style="list-style-type: none"> I articulate myself with growing confidence. I take on most of the 6 roles during discussions, debates and when sharing ideas. I express my opinions and ideas, sometimes without needing the sentence stems provided. I work in different Oracy groupings. I apply some subject-specific vocabulary to my contributions. I mostly listen effectively to my peers and build on their ideas most of the time. 	<ul style="list-style-type: none"> I take responsibility for my homework and complete it. I almost always hand in my homework on time, but sometimes need a reminder. I rarely complete extra work and submit this work for feedback. If absent from school, I usually catch up, meaning there are sometimes gaps in my learning. 	<ul style="list-style-type: none"> I often seek support on how to improve. I am willing to go back and improve my work most of the time, showing some resilience. I mostly engage with CTG activities in order to improve. I have a mostly resilient attitude when mistakes are made. I ask questions to help improve my work.
Partially Engaged in Learning	<ul style="list-style-type: none"> I am sometimes late to lessons. I am not always equipped for learning. I have a positive attitude most of the time. I am sometimes passive in lessons. I sometimes receive warnings. I complete my work, but sometimes it is not to the best of my ability. 	<ul style="list-style-type: none"> I communicate clearly with my peers, but I am not always confident beyond that. I take on some of the 6 roles during discussions, debates and when sharing ideas. I can sometimes explain my opinions and ideas, but I need the sentence stems and need prompting. I work well in some of the Oracy groupings. I apply some subject-specific vocabulary to my contributions, but not always. I sometimes listen effectively to my peers and occasionally attempt to build on their ideas. 	<ul style="list-style-type: none"> I complete homework most of the time. I sometimes rush my homework because I am not yet in the habit of working independently. I do not always hand in my homework on time and often need a reminder. 	<ul style="list-style-type: none"> I sometimes seek support, but I do not always make a quick start. I sometimes need encouragement to go back and improve my work. I sometimes engage with CTG activities in order to improve. I do not always make the effort to avoid repeating mistakes and misconceptions. I ask occasional questions about how to improve my work.
Disengaged from Learning	<ul style="list-style-type: none"> I am rarely on time to lessons. I am rarely equipped for learning. I sometimes have a positive attitude towards my learning, but at times it is negative. I am passive in lessons. I often receive warnings, which sometimes results in removals. I do not always complete work to the best of my ability. 	<ul style="list-style-type: none"> I sometimes communicate with my peers. I do not take on any of the Oracy roles or participate in discussion. I occasionally share opinions and ideas, when prompted, and I am working on justifying my ideas. I cannot yet work in the Oracy groupings. I cannot yet apply subject-specific vocabulary to my contributions. I do not always listen carefully to my peers, consequently, I miss opportunities to build on their ideas. 	<ul style="list-style-type: none"> I am not yet in the habit of completing homework. I do not ask for any help and support. 	<ul style="list-style-type: none"> I never seek support about how to improve. I find it difficult to go back and improve my work. I do not engage with CTG activities in order to improve. I feel disheartened when I make mistakes and have not yet learnt to use mistakes as a tool to improve. I do not ask any questions to help improve my work.

The House System

The house system at Wath Academy dates back to our humble beginnings and it did much in those early years to encourage students to progress. New students would join a house rather than a tutor group and they would have a house master or mistress to guide them through their education from the day they started until the day they left school. All games and academic endeavours were celebrated as house, not individual, achievements.

We continue to be passionate about our house system. The aim is to build teamwork, confidence and community through competition. Every student is a member of one of the houses and competes to earn points for their house. Students can earn points for things such as attendance, progress, sport, poetry, games etc. We want every student to develop the character, grit and determination to enable them to compete and experience what it feels like to be part of a successful team as well as getting first-hand experiences of camaraderie and team spirit.



House competitions are held every week, usually during Friday lunch time. The house team has developed a series of events, with a focus on mass participation. All events accommodate the whole school and are fun and competition-based. The winning house receives 600 points, and each contestant gets 5 points for entering. A register is taken at each event to enable the house team to manage participation and reward attendees. House events are vibrant and exciting. They are often fun and promote teamwork and competition. They have music playing and are designed to get students to take part.

Every fortnight, a box task competition is also held. In the Academy reception, a series of boxes, one for each house, are used to collect postal entries to that box task competition. These tasks are fun, relevant and able to be completed on an A4 piece of paper. The tasks are often linked to departments for events such as World Book Day and Careers Week.

Which House will I be in?

We will soon be sorting you into your respective house. Once this has taken place, you will receive a house badge to wear with pride on the left lapel of your blazer.





Athens

ASPIRATION | COMPETITIVENESS | LOYALTY
RESPONSIBILITY | WISDOM



Athens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after Athena, the goddess of wisdom and warfare. The Athenians invented democracy, a new type of government where every citizen could vote on important issues, such as whether or not to declare war.

In the classical period, Athens was a centre for arts, learning and philosophy, home of Plato's Academia and Aristotle's Lyceum, Athens was also the birthplace of Socrates, Plato, Pericles, Aristophanes, Sophocles and many other prominent philosophers, writers and politicians of the ancient world. It is widely referred to as the cradle of western civilisation, and the birthplace of democracy.

ASPIRATION | COMPETITIVENESS | LOYALTY
RESPONSIBILITY | WISDOM



Parthenon, temple dominating the hill of the Acropolis, Athens.



Carthage

CANDIDNESS | HONESTY | KINDNESS
PERSEVERANCE | STRENGTH



According to legend, colonists from modern day Lebanon, led by Queen Elissa, founded Carthage c. 814 BC. The Carthaginian Empire extended over much of the coast of north west Africa as well as encompassing substantial parts of coastal Iberia and the islands of the western Mediterranean Sea.

Carthage settlers were seafaring people known as the Phoenicians. The ancient city of Carthage, located in modern-day Tunis in Tunisia, was a major centre of trade and influence in the western Mediterranean. Carthaginians were a formidable warring nation. They fought a series of wars against Rome, which were known as the Punic Wars. Hannibal Barca was a general and statesman from ancient Carthage who is widely considered to be one of the greatest military commanders in history.

CANDIDNESS | HONESTY | KINDNESS
PERSEVERANCE | STRENGTH



Ancient ruins of Carthage, Tunisia.





Rome

CONFIDENCE | CREDIBILITY
 FAITHFULNESS | RELIABILITY | TRUST



The civilisation began as an Italic settlement in the Italian Peninsula, that grew into the city of Rome and which subsequently gave its name to the empire over which it ruled. The Roman Empire expanded to become one of the largest empires in the ancient world.

Ancient Roman civilisation has contributed to modern language, religion, society, technology, law, politics, government, warfare, art, literature, architecture and engineering. Rome professionalised and expanded its military and created a system of government called *res publica*, the inspiration for modern republics such as the United States of America and France. It achieved impressive technological and architectural feats, such as the construction of an extensive system of aqueducts and roads, as well as the construction of large monuments, palaces and public facilities.

CONFIDENCE | CREDIBILITY
 FAITHFULNESS | RELIABILITY | TRUST



Roman Forum, Rome, Italy.



Sparta

CONSIDERATION | COURAGE
 ENDURANCE | TEAMWORK | VISION



Sparta was a prominent city-state in ancient Greece. Around 650 BC, it rose to become a dominant military land-power. It was unique for its social system and constitution, which configured its entire society to maximise military proficiency at all costs, focusing all social institutions on military training and physical development. Spartans underwent the rigorous *agoge* training and education regimen. This started at the age of 7 and lasted for 11 years. Spartan women also enjoyed considerably more rights and equality with men than elsewhere in classical society.

Spartan phalanx brigades were widely considered to be among the best in battle. The movie "300" is based on the Battle of Thermopylae, where 300 Spartans held off 100,000 to 150,000 Persians. It is a true story about the victory of a few brave Spartans holding their ground against a larger adversary.

CONSIDERATION | COURAGE
 ENDURANCE | TEAMWORK | VISION



Ancient ruins of Sparta, Greece.



Thebes

AMBITION | DETERMINATION
ENTHUSIASM | FOCUS | OPTIMISM



Thebes was a city in Boeotia, central Greece. It played an important role in Greek myths, as the site of the stories of Cadmus, Oedipus, Dionysus and Heracles. Thebes was the largest city of the ancient region of Boeotia and was the leader of the Boeotian confederacy. It was a major rival of ancient Athens, and sided with the Persians during the 480 BC invasion under Xerxes. Thebes was a major force in Greek history, and was the most dominant city-state at the time of the Macedonian conquest of Greece. During the Byzantine period, the city was famous for its silks.

Thebes was, according to legend, the birthplace of the mythological pan-Hellenic hero Hercules. In classical mythology, Hercules is famous for his strength and for his numerous far-ranging adventures.

AMBITION | DETERMINATION
ENTHUSIASM | FOCUS | OPTIMISM



Ancient Theatre in Boeotia, Greece.



Troy

CURIOSITY | DEDICATION | INGENUITY
PRUDENCE | TOLERANCE



Troy was a city in the far north-west of the region known in late classical antiquity as Asia Minor, now known as Anatolia in modern Turkey. It was the setting of the famous Trojan war. During the war, the city of Troy was besieged for ten years. After the deaths of many heroes, including the Achaeans Achilles and Ajax, and the Trojans Hector and Paris, the city fell to the ruse of the Trojan Horse. Legend states that the Greeks pretended to sail away whilst leaving a large wooden horse as a gift. The horse was dragged into the city by the Trojans, but inside were hidden Greek soldiers. These soldiers let the rest of the army into the city and then the city of Troy fell. Contrary to popular belief, Homer's "Iliad" does not end with the destruction of Troy but with a temporary truce, after which the fighting continued.

A famous Trojan is Helen of Troy. In Greek legend, she was often described as the most beautiful woman in Greece and the indirect cause of the Trojan War. She was the daughter of the god Zeus.

CURIOSITY | DEDICATION | INGENUITY
PRUDENCE | TOLERANCE



Ruins of ancient legendary city of Troy in Canakkale, Turkey



Student Testimonial



Since starting at Wath Academy Sixth Form in Year 12, I have built positive relationships with staff and students that has made my time in Sixth Form exceptionally enjoyable. It is only now, as I prepare to leave to pursue a degree in Geography that I am able to appreciate how much I have developed academically and personally.

I chose to pursue subjects that I had enjoyed at GCSE, had been successful in, and supported my Post 18 progression route. From the moment I visited Wath Academy for an induction visit, I knew that this was a Sixth Form that would nurture my ambitions and support me to be achieve my full potential.

I chose to study A-level Maths, English Literature and Geography. These subjects have not only fostered my love for education but also provided me with opportunities to develop key analytical, as well as other personal, skills. I have learned to work independently and as part of a group, I have learned to consider a wide variety of evidence in order to form conclusions and I have also learned to look beyond the immediately obvious in order to find a cause of a given outcome or phenomenon.

My experience as Head Student has provided me with many opportunities to develop key leadership skills. I have been lucky enough to be involved quite heavily in influencing key school decisions and have been able to have an influence in many areas of the school outside of Sixth Form. Through one-to-one mentoring as well as chairing the School Council, I have developed key skills such as problem solving, negotiation and public speaking. Thanks to these opportunities, I feel confident in making the transition to university and then later into the workplace.

Wath has definitely pushed and supported me to achieve my absolute best. I have always been made to feel welcome and part of the Sixth Form community. You can always expect to be greeted by staff with a smile and it is exceptionally comforting knowing I have access to a number of different people who can help if needed no matter the time of day. Although I will miss Wath, I will always look back fondly on my time here and will always remember the support and belief that the staff gave to me during my time at the Academy and Sixth Form.

“My experience as Head Student has provided me with many opportunities to develop key leadership skills.”



Attendance and Punctuality

The Attendance Target for Every Student at Wath Academy is 100%.

We expect all students to have an attendance of 100%. There is a clear link between high attendance and high achievement.

Why is regular attendance so important?

- Students with attendance below 85% underperform by around half a grade. This is in comparison to their target grades that are set based on their average GCSE grades.
- Students with 85% attendance attain grades, on average, around 3 grades lower than students with attendance above 95%





Wath Academy Supports Students' Attendance By:

- Carefully monitoring the attendance and punctuality of all students.
- Assisting students in reviewing their attendance on a weekly basis during tutor time.
- Celebrating good attendance by displaying individual and tutor group achievements on a weekly basis.
- Awarding a small prize to all students with 100% attendance each week.
- Recognising those students who achieve and maintain 100% attendance.
- Taking relevant action where attendance is a cause for concern e.g. telephoning parents/carers to discuss the problem and organising meetings with parents/carers to decide on the appropriate intervention including attendance plans.
- Informing parents/carers if their child's attendance falls below 90%, leading to them being classified as a persistent absentee.

Parents/Carers Can Support Students' Attendance By:

- Reporting any academic or social concerns promptly to the school.
- Retaining open and honest communication with the child or young person's school.
- Being positive about school (even if a parent/carer's own experience was less than positive).
- Ensuring that students are not prioritising part-time jobs and encouraging their children to work a reasonable number of hours (around 8 per week) and finish work at a reasonable hour on school nights.
- Having uniform and equipment prepared the night before or supporting students to do this independently.
- Keeping contact details up to date on the school system so that communication regarding absence can be made.





Persistent Absenteeism

A student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason. Absence at this level will cause considerable damage to any child or young person's educational prospects and the fullest support and co-operation is needed from parents/carers to tackle this.

If a student's attendance falls below 90%, remedial action will be taken. This may include attendance plans, withdrawing exam entries or withdrawal of a place within Sixth Form.

"If you are ill, please ask a parent/carers to contact the Attendance Team as soon as possible."

Punctuality Procedure

Students arriving at the single point of entry after 8.20am will receive a late mark (L) in the register. Avoidable and persistent lateness to lessons will be picked up by the Sixth Form Team and may result in remedial action.

Absence/Illness

If you know in advance (e.g. medical appointments, interviews etc.) that you are going to be absent, please ensure that you email sixthform@wathacademy.com and provide proof of appointment to Mrs Lines. If you are ill, please ask a parent/carers to contact the Attendance Team as soon as possible on the first day of illness. If you leave school ill, you must sign out with Mrs Lines and a text message will be sent to the first contact we have on record.



The School Day

Independent Study Time

When you join us at Sixth Form, you will have study periods built into your timetable. Research has found a significant positive correlation between the number of hours spent studying and student attainment. For this reason, we look to develop purposeful study habits early in your sixth form journey.

These study periods should be used to complete independent tasks such as content consolidation, wider reading and practising exam technique. It is expected that you spend at least 3 hours per subject, per week on this type of independent study.

We will look to develop these systems with you further throughout Year 12 via our VESPA programme.

Should your attainment of Investment in Learning become a concern, you may be timetabled for intervention with our KS5 Study Coordinator.

	Mon, Tue, Thur and Fri	
	Time	Length
Period 1	08:25 -9:40	75 mins
Period 2	09:40-10:55	75 mins
Break	10:55-11:15	20 mins
Period 3	11:15-12:30	75 mins
Lunch	12:30-13:10	40 mins
Tutor Period	13:10-13:35	25 mins
Period 4	13:35-14:50	75 mins
Period 5 (Y11 Only)	14:50-15:40	50 mins

	Wed	
	Time	Length
Period 1	08:25-9:40	75 mins
Period 2	09:40-10:55	75 mins
Break	10:55-11:15	20 mins
Period 3	11:15-12:30	75 mins
Lunch	12:30-13:10	40 mins
Enrichment	13:10-14:50	100 mins



Preparatory Packs

At Wath Sixth Form, we pride ourselves on the support we provide to our students from application to graduation and beyond. We would like to reassure you that the Sixth Form Team are here to provide support and answer any questions you may have.

Some of you may be anxious about which subjects to choose and whether a new subject will be right for you. The subject preparatory packs, available on the Wath Academy website, have been produced for Y11 students hoping to join us in the new academic year. The aim is to provide you with an insight into the subjects you are considering studying with us and help you to make an informed decision. Staff members from departments across the school have ensured that these packs are designed to ease the transition from GCSE to post 16 study so that you can make the best possible start to your Sixth Form journey.

We highly recommend all students complete these packs to allow them to make an informed decision about their subject choices.



Standards, Behaviour and Expectations

Homework

At Wath, homework aims to promote learning at home as part of a well-rounded education. All homework is meaningful, purposeful and focuses on either:

Deliberate practice

Specifically practising tasks assigned in lessons to embed knowledge and understanding.

Deliberate practice is purposeful and systematic. During deliberate practice, students focus their attention with the specific goal of improving their performance.

Flipped learning

Preparing students for learning in upcoming lessons.

Flipped learning is when students are introduced to learning material and acquire knowledge before a lesson. Classroom time is then used to practise ideas, apply concepts and deepen their understanding through interaction with peers and teachers.

Amount of Homework

Sixth form students will be set 2-3 hours worth of homework per subject, per week.

This may include prep reading, consolidation or purposeful practice.

In addition to this, students should spend up to 3 hours per week completing independent study tasks such as wider reading, review and retrieval tasks. This should be student-led and involve the student reflecting on their own gaps in knowledge and skills and working proactively to reduce these.

Satchel One

At Post 16 Academy we use 'Satchel One' to set all homework.

What is Satchel One?

Satchel One is an online tool that shows all the homework created and published by teachers.

How does it work?

Once a student joins Sixth Form, they will be given an Office 365 email account with a password that gives them access to Satchel One. Parents will also receive a unique PIN number to sign in with. Students and parents are able to view and manage homework tasks by using the Satchel One app.

Help and support:

- There is unlimited support for students and parents from the experts at Satchel One
- Support for students: <https://help.teamsatchel.com/en/collections/1695417-students>
- Support for parents: <https://help.teamsatchel.com/en/collections/1695420-parents>
- Telephone 02071 979550
- E-mail help@showmyhomework.co.uk for additional support





STUDENT

Sixth Form Uniform

Wath Academy students must be in perfect uniform at all times, from leaving their home in the morning, until they return home. The Academy attaches great importance to appropriate dress.

It helps to establish a feeling of community, sense of belonging and develops the personal presentation skills of our students. Uniform is therefore not an option, it is a necessity. We expect all students to wear our uniform with pride. Whenever students are wearing the academy uniform, they are representing the academy.

If shoes or an item of uniform is damaged or missing and there is a slight delay in replacing it, then the academy will provide a temporary replacement. Failing this, a student could be sent home to rectify the issue or placed in a consequence room.

The Principal will make the final decision of whether items of uniform are acceptable. If you are unsure whether or not certain items of uniform meet our uniform requirements, please check with the academy before you purchase them.

There are certain items of our uniform that can only be bought from specific providers. These items include:

- Academy tie
- Academy blazer with badge
- Academy approved skirt

These items are available to be purchased from our two external providers:

- Prestige Printers: purchases can be made from their shop based in Swinton; further details on their website www.prestige-printers.co.uk
- Pinders Schoolwear: purchases can be made from their two shops based in Rotherham or online at www.pindersschoolwear.com

Footwear

Students must wear shoes that are completely black, look professional and not have any logos or tags. Kickers branded shoes are not allowed to be worn. The sole of the shoe must be completely black. The laces must be black and the eyelets which the laces go through must be small and black. They must be formal shoes, not black trainers, boots, converse, pumps, sandals, sandals or jelly shoes. Footwear with trainer-like soles, canvas, suede or rubber shoes are also not allowed.

The shoes must be leather, patent leather or leather look and must be able to be polished. A maximum of two buckles are allowed on any style of shoe. These buckles must be black or silver. Any stitching on the sole or the shoe must be black. Velcro fastening shoes must still have the look of a formal shoe and not a trainer. Shoes with a zip are not permitted. Recommended shoes are shown below:





Blazers

Students must wear blazers at all times when they are inside the school building. Students may remove their blazers when in a lesson, but they must be put back on before leaving the classroom.

Y12-Y13 students are required to wear a black blazer with sixth form badge.



Skirts and Tights

If your child chooses to wear a skirt, it must be the single approved Academy skirt. No other skirt is permitted. The skirt is a black S-cut straight skirt manufactured by Banner uniform (Item number: 111508). You can only purchase this skirt from Pinders Schoolwear from their two shops in Rotherham or online at: www.pindersschoolwear.com or from Prestige printers www.prestige-printers.co.uk who have a shop in Swinton. When worn, the skirt must be knee-length, with the bottom of the skirt in line with the top of the

student's patella (kneecap). To ensure the skirt meets the minimum expected length for the full academic year, it is advised that a skirt longer than the knee is purchased in September to account for students growing. Both our uniform providers have skirt lengths to suit all students. Students must wear tights if they choose to wear a skirt. Tights must be plain black and professional looking and 60+ denier. Tights must not be patterned or have any texture to them. Leggings are not permitted.



Academy Approved S-Cut Straight Line Skirt



Maxi Skirt



Stretchy Skirt



Pleated Skirts



Trousers

In all years, trousers must be formal, plain black with no pattern or zips. All pockets must go into the trousers and not be visible from the outside. Black ankle-length socks must be worn with all trousers. Trousers must not have any studs, chains, visible zips or tassels attached and should not be tight fitting at the ankle.

The following trousers are not acceptable in any year group:

- Combat trousers
- Trousers with patch/studded pockets
- Leggings
- Drainpipe trousers
- Jeans or chinos
- Slim fit or skinny trousers (boys or girls)
- Low-rise hipsters
- Any other inappropriate fashion trousers



Belts

If a belt is worn, it must be plain black with no patterns or indentations (no other colour or part colour is acceptable) aside from the buckle. The belt must be made from leather or a similar leather look material. The buckle must be basic, look professional and display no logo. The buckle must be black or silver in colour. Coloured stitching is not permitted.

Shirts

Shirts must be completely white and with a collar. Logos on shirts are unacceptable. The top button must be present and fastened at all times. Shirts must be tucked into trousers/skirts. Sleeves on shirts and blazers must always be rolled down whilst walking around the academy. Any item of clothing worn underneath the shirt must not be visible through the shirt.

Socks

Socks must be plain black and professional looking. Socks must go above the ankle and frills are not allowed.

Jumpers (Optional)

Students may wear a plain black V-neck jumper, with no logos on, beneath their blazer.



Lanyards

The lanyard must be worn at all times in school around the neck. It should clearly be displayed and not be tucked in a student's jumper or blazer pocket. The lanyard needs to be worn at the correct length and not be worn with knots in it. If any part of the lanyard or ID badge is damaged or defaced, students will be required to purchase a new item immediately. The house badge should be pinned and displayed on the student's blazer at all times. It should be pinned in the middle of the left lapel of the blazer.

Outdoor coats

Outdoor coats of any type must not be worn instead of or underneath the academy blazer anywhere on the academy site. Coats or jackets of any type must not be worn inside the academy building. All coats must be dark in colour. Please note that hoodies, leather or denim outdoor coats/jackets are not acceptable.

Ties

Students must wear an academy clip on tie at all times. This must be clipped onto the top button of the student's shirt, which must be fastened.

Bag

The academy expects all students to bring a bag to school every day. We recommend a rucksack which is dark in colour, ideally plain black with only a small logo.

The school bag must be able to hold an outdoor coat, student planner, A4 exercise books/folders, writing equipment and PE kit.

School Uniform

General Appearance Expectations

Hair

Hair needs to be smart and conservative. Extreme hair colours are not permitted; only natural looking colours are allowed. Extreme hair styles and/or shaved lines/patterns are also not permitted for any student. Pupils will be asked to rectify these issues as soon as possible and parents will be contacted. If the issue cannot be rectified, the student will be placed in a consequence room until the hair meets academy expectations.

Make-Up

Make-up must not be visible. If make-up can be seen, it must be removed.

The following are not permitted:

- False eyelashes
- Unnatural looking eyebrows such as HD brows
- Fake tan or spray tan that does not look natural

Accessories

The following are acceptable:

- Hair bobble (must be black)
- A headband can be worn provided it is black and no more than 1 cm wide
- Hairclips (must be black)

The following are not permitted:

- False nails (including coloured or French polish)
- Painted nails – only clear nail polish is permitted
- Bandanas – this includes wearing them as a hairband
- Badges (other than badges issued by the Academy)
- Caps or hats
- Visible tattoos

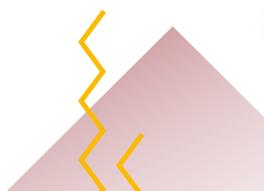
Jewellery

The following are acceptable:

- One plain and discrete (circular/ball shaped) pair of small silver or gold ear studs worn in ear lobes. The stud must not contain a stone, crystal or diamond.
- One watch

The following are not permitted:

- Facial piercings (clear spacers or retainers are not allowed at any time)
- Other jewellery – (including rings, bracelets, bangles)
- Sleepers, stretchers, spike earrings or hoops
- Coloured earrings or earrings with a stone, crystal or diamond





Pastoral Care

Who Should I Contact if I Have a Concern?

We understand that when you have a concern about your child you want this to be dealt with as quickly and as efficiently as possible. It is therefore natural for you to feel that speaking to the Principal will allow your problem to be dealt with as quickly and efficiently as possible.

However, in an academy of this size, it is impossible for the Principal to know every child on such a detailed level, whilst also running the school effectively. We have therefore set up a structure where each child has an allocated Assistant Head of Sixth Form who are responsible for the child's academic progress and pastoral welfare within the academy. In addition to this we have a KS5 Study Support Leader and a Sixth Form Study Co-Ordinator.

All members of staff work closely with your child's tutor and often know your child best, so it is often more able to use this knowledge to rectify the situation more quickly. Our receptionists have been asked to book meetings with the Assistant Heads of Sixth Form in the first instance, before a meeting can be booked with the Head of Sixth Form or Principal.

If, once you have had a meeting with your child's Assistant Head of Sixth Form, you feel that the situation is not resolved, the next level of contact will be with the Head of Sixth Form. If during these meetings you feel the issue has still not been resolved, that matter will be referred to the Vice Principal and/then to a meeting with the Principal.

Tutor Time

Each tutor group is led by a tutor whom students register with most days. Tutors play a key role in ensuring that students have all the support they need to be successful at Wath Academy. Tutor sessions will not take place on a Wednesday to allow greater time for student enrichment activities.

During tutor sessions, students complete a variety of activities designed to enhance and equip them to make excellent progress across all subjects. These activities include:

- Oracy and 'Votes for Schools' debate sessions – designed to broaden their horizons as well as develop their knowledge of the wider world
- Character Education – designed specifically to help them think about the characteristics that will make them successful students
- Assemblies

“Tutors play a key role in ensuring that students have all the support they need to be successful at Wath Academy.”

Role of the Tutor

Tutors will also provide an opportunity to discuss progress and attendance to ensure students are:

- Aware of their current attendance and targets
- Aware of gaps in their progress and how to make improvements
- Prepared for the day and with correct equipment
- Being celebrated and awarded for achievements
- Making effective use of the student organiser
- Completing the VESPA programme

Mon	Attendance and Organisation
Tue	Votes for Schools Session 1
Wed	No session
Thu	Assembly
Fri	VESPA, PSHE and Careers Information



Special Educational Needs and Disabilities

Wath Academy is committed to providing an appropriate and high-quality education for all students.

All students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and are fully included in all aspects of Academy life.

All students are valued equally. High quality teaching, knowledge of needs and strategies to support individual students, is the first step in responding to students who have or may have SEND.

We have a large team of highly skilled staff who will work with families to put the best possible support in place. We work across the Trust to ensure support is as effective as possible.

Travel Arrangements

Most students walk to the Academy. However, there are two bus services that directly serve the school, as well as local public transport services. Further details will be given on transition days.

If you need to pick your child up at the end of the day, please do not park in the staff car park as the school gates will be locked to allow our students to leave the school site safely. The gates will re-open 10 minutes later.

Disabled bays should only be parked in if a disabled badge is clearly displayed. We require access to these bays at all times for our families with children who are supported by our Physical Sensory Department.

Students may arrive on a bike and lock it up, at the front of the Academy in the secure bike pen. Students should provide their own bike lock and the bike will be left at the owner's risk. The gates around this area are locked from 8.30 am and will not open again until the end of the school day.

Votes for Schools

Votes for Schools is a debating programme that helps to support a wide range of skills that contribute to the character development of students. These include tolerance, empathy, oracy, confidence and resilience.

Two 25 minute sessions are delivered to each tutor group every week. In the first VfS session of the week, students are introduced to a current affairs question/dilemma and presented with information on both sides of the argument. Students throughout this session are set various tasks centred around group discussion and other interactive tasks. Students are then set the homework of discussing the vote topic at home with parents. This is further supported by our Votes for Schools parent information sheet. This is displayed on the school's website and gives parents a clear insight into the topic their son/daughter is discussing each week (see the picture below).

In the second VfS session, students are asked to vote for whether they agree or disagree with the 'motion' or whether they answer 'yes' or 'no' to the session's question. Students construct a two-minute speech to articulate their point of view. Students do this with the assistance of additional sentence starters included in the student's planner.

Students have covered a vast array of topic areas since the start of the last academic year. Some of the questions our students have debated this year are:

Will cinemas disappear in your lifetime?	Is it important to fit in at school?	Could you break a record?	Should students wear masks in school?
Is "cancel culture" unfair?	Has the Christmas message changed this year?	Will Brexit affect you?	Was good news overlooked in 2020?

Feedback from our students has been very positive about our VfS tutor time programme:

"Votes for schools, which provides weekly lessons on contemporary issues and current affairs that then become a subject of debate within tutor groups, is a great asset to the school. This was of particular use to me as one of the topics discussed as part of Votes for Schools – modern day slavery – came up in my first interview for Cambridge. Having prior knowledge on this allowed me to feel much more confident in answering the questions I was given and I'm certain contributed to them offering me a place on their course."

"During in my tutor time, we have been spending two sessions on Votes for Schools. Votes for Schools has been very beneficial for me as it has allowed me to give a formal opinion on different topics every week. It also allows us as a group to develop our understanding on topics that aren't covered in lessons (e.g. on-going events, past events, fame and money management). By far the best bit is having a debate on what we believe is right."

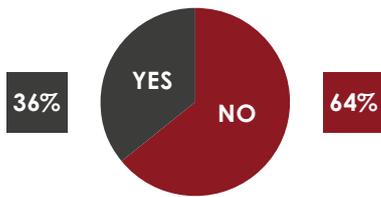
"Votes for Schools is a very interesting way of learning. It turns a deep or simply strange topic into a full class discussion. VfS is a great activity to listen to other people's views and how they feel about a situation. In Votes for Schools, everyone has a say and people who are normally associated with being quiet tend to speak. Also, it gives you great skills, like learning how to have a debate and gives you general knowledge you might need in the future."

VOTES FOR SCHOOLS

Vote Results:

Two weeks ago, we were discussing the impact the modern world has on the spread of disease and the majority of our students felt the modern world made it easier for them to spread.

Does the modern world make it harder for diseases to spread?



Next week, your VoteTopic pack will include:

15 Minute, 45 minute & 16+ lessons.

An Activity Guide, packed full of ideas of things to do with siblings, parents, family or caregivers.

Extra information and recommended sites to keep you learning while at home!

This week's VoteTopic:

With cases of the Coronavirus in the UK on the rise, this week we're looking at how people have responded to the restrictions put in place due to COVID-19 and whether these are helping or hindering communities.

Are communities strengthened in a crisis?

Discuss at home:

How has Coronavirus affected your local community?

Do you think a crisis brings communities together or leaves them more divided?

What your family are doing differently because of the restrictions put in place.

Student Research points:

Think of another crisis in history (e.g. war, disease, a natural disaster), How did communities pull together and help each other during or after this?

Find out other things communities are doing to help each other, either in the UK or globally.

Why are people stockpiling? Look up the psychological factors behind this behaviour.

Calling all voters!

You can still vote at home! Just follow the link: www.surveymonkey.co.uk/r/HFC3CWZ

@voteforschools @voteforschools

Parental Feedback on VfS:

"Great for sharing views and discussing current affairs. Discussions get followed up at home. Helps students be aware of a world outside of school."

"Discussions take place between our two children at meal times as we discuss the events of the day. They also chat about it between themselves."

"I really enjoy discussing the current weekly topic with my son at home. It's also great that there is a parent information sheet available on the school's website every week. I can see what they are debating and a summary of the key points on that topic."

Character Education

The main aim of Character Education is to ensure all students develop exceptional character.

We focus on character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination- ensuring being fully prepared to flourish in an ever-changing world.

We believe your qualifications will get you the interview, but your character will get you the job.

We look to develop these key skills using the VESPA programme.

Vision	Researchers argue that setting a goal which is specific and challenging leads to increases in productivity. Students will set meaningful short, medium and long term goals that are reviewed throughout the year.
Effort	Discipline and willingness to put in great amounts of time and effort are significant factors in success. We encourage students to reflect on the amount of time they dedicate to their studies so they can work smart.
Systems	There is a direct link between the level of a student's organisation and their final grade. We will actively support students to develop these skills and provide students with the tools to record classwork, homework and revision.
Practice	Focusing on content, skills and feedback by encouraging students to actively seek feedback in everything that they do. Deep learning requires a good distribution of time and effort across all three elements.
Attitude	Building the students' resilience to set backs and providing them with methods to effectively deal with stress throughout their lives. Resilience has a positive correlation with academic success and good mental health.









Student Organiser

Every student at Wath Academy Sixth Form is provided with, and expected to carry with them at all times, a Student Organiser. This will help you with your organisation and ensure that you are prepared for each school day. This organiser contains important information about the academy, VESPA, the house system and votes for schools. We expect every student to have their organiser during the single point entry and this is included in the morning checks.



Attendance is a key part of success at Sixth Form and you will track your attendance in your organiser on a weekly basis. This highlights the danger of missing a given number of lessons/days. The student organiser also provides rich and meaningful activities on the VESPA model. These activities will accompany the focus in your VESPA tutor session once a week and will support you to develop your character. These must be completed in the organiser and will be checked by your tutor and the sixth form team.

Importantly, the organiser also contains structured ways to record the Learning Cycle data. This will ensure that you can identify your own strengths and weaknesses, prompting you to think about how you could make further progress and what might have held you back during each Learning Cycle.

The organiser is placed at the centre of everything a student does at school and provides a wealth of information every student needs including our seven Key Drivers and the school's vision. The organiser has a wide range of information about the history of the house system and provides space for students to record house events. It also contains additional pages that allow for note-taking during assemblies, tutor time or seminars and revision sessions.

The organiser is put on desks at the start of every lesson, including tutor time, so it can be used when required. This is because it contains a number of learning tools such as a white board as well as red, amber and green card that will be routinely used within lesson. This will be expected of all students in Wath Academy and it is essential that sixth form students lead by example with this, acting as role models for the rest of the school.



Experience Passport

Through extra-curricular involvement, students develop exceptional character and rich life experiences so that they thrive and excel in life.

The Sixth Form Experience Passport advocates exposure to a wide range of age-appropriate, life-enriching experiences. Trips will be organised by the academy to help you complete the activities in the passport and you can include out of school experiences. The passport ensures that you have experiences outside the 'everyday norm' that will give you the confidence to make brave choices beyond your time at Wath Academy.

The activities are grouped together into the following categories:

Religion and Culture

Visits to religious landmarks, participation in an unfamiliar religious festival and cultural visits to an opera.

Sport and Outdoor

Physical challenges, outdoor pursuits, climbing a mountain and attending an international sports fixture.

Heritage

Visits to the Houses of Parliament, museums and English Heritage/National Trust sites.

Careers and Enterprise

Creating a company and raising a profit, exploring Post-18 choices and increasing employability skills.

World and Travel

Visiting a European capital city, learning about other cultures and exploring new foods and literature.

Community

Charity events, clean-up projects, local projects and Race for Life.



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Bursary Information

The Bursary Fund is a cash-limited fund to support learners from low income backgrounds with essential costs in attending Sixth Form. For eligible learners, the fund is paid weekly in arrears and subject to satisfactory attendance, behaviour and motivation. There are 2 types of 16 to 19 bursaries.

- Bursaries for defined vulnerable groups of up to £1,200 per year.
- Discretionary bursaries which are awarded according to this policy, in line with the ESFA funding rules.

The main priorities for funding are economically or socially disadvantaged learners, who need support for learning costs **and have financial difficulties**. In the current economic climate, the Fund can also help with hardship needs arising from a sudden change in circumstances such as redundancy or a sudden drop in household income.

Who is eligible?

Students may be assisted from the Bursary Fund if they are:

- Aged 16-18 at the start of their course
- Studying a state funded course
- Living in a household where the joint annual income is less than £25,000 (or living independently on an income below this level)
- Facing exceptional financial circumstances*, even with an annual income in excess of £30,000
- Students who are in receipt of Free School Meals.
- Subject to availability of funds, the academy will also consider applications from students where the total household income falls between £30,001 and £40,000 who can demonstrate that they have a specific financial need. In such cases costs would be reimbursed at a reduced % of actual cost.

Please remember that each application is judged on the basis of 'relative financial need' and that not all applications will be successful.

How will I know if I qualify?

If the student's household is on a low income or in receipt of an 'income based benefit', they may be eligible for help from the Bursary Fund. By 'income based benefit' we mean the following:

- Income Support
- Universal Credit
- Pension Credit (guaranteed element)
- Job Seekers Allowance (income based)

***If exceptional financial circumstances apply,** evidence of income must be supplied via pay slips, details of entitlement to other benefits (e.g. Widow's pension, Disability Living Allowance), insolvency details etc.





How do I apply?

If you wish to apply for a Bursary Fund Award you should:

- Check that you meet the financial eligibility criteria detailed above or contact us for advice.
- Complete the Bursary Fund application form, answering all questions in full to avoid delay with processing your application.
- Attach the required evidence as indicated on the form securely to your form and we will return any original documents to you.

“If your application is not successful, you will also be notified by letter.”

What happens next?

Fully completed forms, with all supporting evidence attached, will normally be processed within 28 days of receipt but in peak times (the beginning of the academic year) may take longer. You may be contacted to discuss your particular needs. Once your application has been assessed, you will receive an award notification letter which will indicate how your award will be paid. If your application is not successful, you will also be notified by letter. Wherever possible, payments relating to discretionary bursary will be made in kind rather than cash. This means that where possible the academy will purchase on your behalf such items as are assessed necessary to enable you to continue your studies. For example, where it has been agreed that books, revision guides, stationery etc. may be paid from bursary fund then these will be purchased by the academy on your behalf. Any payments that are made directly will be paid directly to the student's bank account, by BACS. Please make sure that you have completed the Student Bank Account Details section.

Bursary for young people in defined vulnerable groups

Students who meet the criteria, and who have a financial need, can apply for a bursary for vulnerable groups.

NB: There is a possibility of no award or limited award, even if you meet the criteria below.

- Young people who are 16-19 years, living independently and claiming Income Support or Universal Credit.
- Young people who are looked after (in care) by the Local Authority.
- Young people who are Care Leavers.
- Young people who are 16-19 years, a parent and receiving Income Support or Universal Credit.
- Young people who are 16-19 years and receive Income Support or Universal Credit for any reason.
- Disabled young people who are 16-19 and in receipt of Disability Living Allowance/Personal Independence Payment (in their own right) **as well as** Employment Support Allowance or Universal Credit in their own right.

*Exceptional Circumstances

Applicants with exceptional circumstances will be viewed sympathetically where financial need can be evidenced. In this situation, a covering letter should be included, outlining the circumstances and providing supporting evidence.

Can I appeal against the School's decision?

Yes, you do have the right to appeal. If you wish to appeal against any decision made please contact Mrs H Potts, KS5 Student Support Leader, in writing stating fully your reasons. Please note that additional evidence may be required to support your appeal. When preparing your appeal you should include letters of support from people who understand your situation - For example, a subject teacher or tutor, a support worker, GP etc. Final decisions for appeals will be made by a panel consisting of Heads of Sixth Form, KS5 Student Support Leader and the Finance Officer. Their decision will be final.

Guidelines for Completing the Bursary Fund Application Form

If you do not fully complete your application form or supply the relevant documentary evidence specified, we can not carry out a full assessment of your needs.

Student Details

This is about the student. Please complete in full.

Bursary Criteria

Please ensure that you have read and understood this statement. Depending on your circumstances, please tick which category you are applying for and enclose all evidence as detailed on the application form.

Bursary Fund

Please indicate what financial assistance you think you will need during the school year. Further applications can be made during the year.

Free School Meals

Please indicate whether you are currently in receipt of free school meals. No payment will be made in respect of meals for students that are in receipt of free school meals.

Bank Details

Please ensure that you have completed your bank details, to ensure that BACS payments can be processed.

Student Declaration

Please read, sign and date. Send the completed form with full evidence to Mrs H Potts in the Sixth Form office.

The Bursary Fund is cash limited and can only be allocated whilst funding lasts.

Funding cannot be guaranteed in cases of over-demand.



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Frequently Asked Questions

Assembly

We hold Assemblies every week. Attendance is compulsory as important information is given out.

Assessments

Assessments take place regularly throughout the year. These may be tests, class or homework etc. These are graded and will give an indication as to the progress being made. These results are sent home in a report.

Attendance

Success and attendance are inextricably linked and we expect 100% attendance, with a minimum of 97%. It is our expectation that you attend all lessons, assemblies and tutor periods.

Bursary Fund

The Bursary Fund is a cash-limited fund to support learners with essential course costs. There are 4 categories including students on Free School Meals, students who live in a household with an annual income of below £30,000, students who are in care, a care leaver, are in receipt of income support in their own right or are in receipt of Disability Living Allowance or Personal Independence Payments in their own right. More information and application forms are available from Mrs Lines in the Sixth Form Office.

Diary Dates

Term Dates	From	To
Half Term 1	Friday 1 September 2023	Wednesday 18 October 2023
Half Term 2	Monday 30 October 2023	Friday 22 December 2023
Half Term 3	Monday 8 January 2024	Friday 9 February 2024
Half Term 4	Monday 19 February 2024	Thursday 28 March 2024
Half Term 5	Monday 15 April 2024	Friday 24 May 2024
Half Term 6	Monday 3 June 2024	Friday 19 July 2024



Email and Internet

You will be given a username and password to gain access to the school system. The Internet is accessible only after a User Agreement has been signed. Once this is done, email is available and work can be sent to and from home. The Learning Platform is an excellent tool that enables you to access school work and resources from home.

Holidays

No holidays are authorised during term time as this will have a negative effect on progress and academic performance. If you fall below our minimum expected attendance then your place with us will be reviewed.

ID Cards

ID cards will be issued. This must be worn, on the lanyard provided, at all times and must be used to sign in and out of school.

Investment in Learning

Our aim is for all students to be 'Fully Invested' in their learning, providing you with the foundation to lead a successful and fulfilling life.

Learning Contract

All students, whether Y12 or Y13, are required to sign a learning contract which outlines your responsibilities as a student and our responsibilities as a school. This will be completed during your first session with your tutor.



Library

The Library is open from 8.00am to 4.00pm. Books are available on loan, magazines and newspapers to read and ICT facilities are also available to use.

Meals

Le Rendezvous is available to buy hot and cold food from. It is open at 8.00am for breakfast, and at break and lunch times. A separate pasta bar operates in the first social area, just outside Le Rendezvous. A packed lunch can also be brought in to school and eaten in the Sixth Form Study Area.

Mobile Phones

Mobile phones are not allowed on the school site, except in the Sixth Form Study Area. If you are seen with your mobile phone elsewhere school, it will be confiscated and handed to the Sixth Form team, where you can collect it at the end of the day.

Part-Time Work

Lots of Sixth Form students want to work part-time. We understand the reasons why and the experience on the whole is a positive one. We urge that you do not to exceed 8-10 hours per week as this then begins to have a negative impact upon your academic progress and ultimately your results.

Personal Tutor

You will be placed in a tutor group where you will register every day at 8:25–8:50. The tutor will also undertake periodic reviews to discuss your progress and provide support with your UCAS application.

Progression from Y12 to Y13

Students do not automatically progress from Y12 to Y13. You must complete their Y12 programme and pass the internal exams at grade D or above in at least two of your subjects (excluding Enrichment qualifications) or have completed your BTEC work to at least a pass level. You must also have a good attendance and motivation record with a minimum of 15 lessons per fortnight timetabled for Y13.

Single Point of Entry

The school operates a single point of entry for all students. This is currently through the Sixth Form Study Area where a member of the Senior Leader team will greet you and check your uniform.

Study Periods

As Sixth Form students, you will have some non-contact time during the week. This can be used for study, completion of work, voluntary activities and work experience (through agreement with the Sixth Form). The Sixth Form Study Area, the Library, Le Rendezvous and the various social areas around the school are all available for Sixth Form students to use.

You are allowed to leave the school site during the day. However, there are set times when you can leave, which are 10 minutes into lessons, break or lunchtime. Students who leave the school site during the day are allowed to return at any time. You must sign in and out of school at the Sixth Form Office.

Target Grades

The KS5 target grades will be set methodically using national data sets to benchmark students. These will be based on GCSE results and, may vary from one subject to another. The target grade gives an indication of what is achievable and combined with assessment results, it will be clear if performance is below, at or above expectations. Above expectation is to be encouraged!

Uniform/Appearance

Sixth Formers should be smart at all times as you set the standard for the whole of the school. Please see the Uniform policy on pages 22–26. If you require a paper copy, please speak to a member of the Sixth Form team.

You must ensure you comply with our uniform policy at all times. Non-compliance will mean that you are sent home to change.



Travel Pass

A 16-18 Travel Pass is available for all 16-18 year olds living in South Yorkshire, including those in apprenticeships and employment, enabling them to access discounted travel across the region. The pass will also be valid during August, allowing students to travel all year round for the concessionary fare on the bus and tram, half price rail fare on Northern rail services and a range of benefits from operator discounted tickets on production of a 16-18 Travel Pass.

The quickest way to apply for a 16-18 Travel Pass is online by using a MyTSY account. Full details are available at www.travelsouthyorkshire.com. Any queries, please contact Traveline on 01709 515151.

Voluntary Work

All students are expected to undertake work experience towards the end of Year 12. This is a valuable opportunity, which will help you gain relevant experience of the real-life working environment as well as helping to identify possible future career paths. It is particularly important that students wishing to study degree courses such as teaching, social work, medicine, dentistry, veterinary and nursing gain relevant experience as this is usually a requirement of course entry criteria.

WIFI

There is wi-fi available for all Sixth Form students to access. This will use the school network, so the ICT usage agreement applies. Username and password details are available from the IT Technicians' office.

Sixth Form Comments

"I love Wath Sixth Form because, despite being from another school, Wath made me feel at home. Wath Sixth Form is like one big family because everyone supports each other through happy and sad moments. I wouldn't have wanted to spend these last couple of years anywhere else".

"I feel valued and accepted for the person I am and have been supported to grow into the person I am today".

"I love Wath Sixth Form because of the support, friendships and happiness it brings".

"All the teachers and those in the Sixth Form office are so supportive and turn negatives into positives".

"My favourite memory of Wath Sixth Form is being surrounded by the most amazing friends and teachers through difficult and amazing times. I can't pick a single memory – I've loved every minute".

"I would recommend Wath Sixth Form because I've met the most amazing friends I will love forever and there are great teachers who honestly care about their student's wellbeing not just how they perform in exams".

"There is an overwhelming amount of support regarding universities or any general problems that any student has. Wath Sixth Form is full of the most amazing students and staff and I wouldn't have wanted to spend my time anywhere else".

Academy Contacts

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WELCOME TO THE CLASS OF 2025!



Wath
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Sixth Form



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