

**Thorpe St Andrew  
Sixth Form**



**Sixth Form  
Handbook  
2020 - 2021**



July/August  
Bridging Course  
Year 11 to  
Year 12

Year  
12

September  
New  
Beginnings

October-  
November  
Work  
Experience  
Launch  
Careers

December  
Caring for  
our  
Community

YEAR 12 MILESTONE  
JANUARY  
*Vocational Public Examinations*

January  
Healthy  
Lifestyles

February  
Caring for  
our  
Environment

YEAR 12 MILESTONE  
FEBRUARY  
*Year 12 Pre-Public Examinations*

March  
Keeping  
Safe

YEAR 12 MILESTONE  
MARCH  
*Your Post 18 Event*

# Your Sixth Form Road Map

YEAR 13 MILESTONE  
SEPTEMBER  
*Work Experience Week*

October  
The  
challenges  
of Adulthood

September  
UCAS or  
Apprenticeship  
Applications

Year  
13

August  
Transition  
Work  
Year 12 to  
Year 13

May/June  
UCAS and  
Post 18  
Options  
Process  
Starts

April  
British  
Values and  
Equality

YEAR 12 MILESTONE  
JULY  
*End of Year Examinations  
Your passport to Year 13*

November  
Finance

YEAR 13 MILESTONE  
JANUARY  
*Vocational Public Examinations*

YEAR 12 MILESTONE  
MAY/JUNE  
*Vocational and AS examinations*

December  
Employability  
Skills

January  
Safeguarding

February  
Public  
Examination  
Preparation

March  
Relationships  
and Sex  
Education

April  
Safety  
Awareness

May  
Entering the  
Professional  
World

Your  
Future

YEAR 13 MILESTONE  
FEBRUARY  
*Year 13 Pre-Public Examinations*

YEAR 13 MILESTONE  
MARCH  
*Reflecting on your Pre-Public Examinations*

YEAR 13 MILESTONE  
MAY/JUNE  
*Year 13 Public Examinations*

Thorpe St Andrew  
Sixth Form



**Due to the COVID outbreak and the government guidance as to how schools, Sixth Forms and colleges can operate some aspects of the curriculum and how the Sixth Form operates on a daily basis may be subject to change, and therefore differ from this document.**

**We will of course update all parents and students on any changes as they arise.**

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# The Sixth Form Team

## Deputy Principal – Sixth Form

Ms Bernard Telephone: 01603 497767  
Email: [sixthformtsa@yare-edu.org.uk](mailto:sixthformtsa@yare-edu.org.uk)

## Assistant Head of Sixth Form – Year 12

Mr Kaye Telephone: 01603 497767  
Email: [sixthformtsa@yare-edu.org.uk](mailto:sixthformtsa@yare-edu.org.uk)

## Assistant Head of Sixth Form – Year 13

Mrs Woodcock Telephone: 01603 497767  
Email: [sixthformtsa@yare-edu.org.uk](mailto:sixthformtsa@yare-edu.org.uk)

## Student Guidance Officer

Mrs Batson Telephone: 01603 497769  
Email: [sixthformtsa@yare-edu.org.uk](mailto:sixthformtsa@yare-edu.org.uk)

## Administration Assistant – Sixth Form

Mrs Wheatley Telephone: 01603 497767  
Email: [sixthformtsa@yare-edu.org.uk](mailto:sixthformtsa@yare-edu.org.uk)

## Examination Officer

Ms Turley Telephone: 01603 497742  
Email: [exams-tsa@yare-edu.org.uk](mailto:exams-tsa@yare-edu.org.uk)

**Absence Line:** 01603 497722

## Pathway Guidance Co-ordinator (including work experience coordinator)

Ms Emmerson Telephone: 01603 497702  
Email: [kemmerson9nrd@yare-edu.org.uk](mailto:kemmerson9nrd@yare-edu.org.uk)

# Who Can I Talk to?

## Head of Year 12 Mr Kaye

- I am a Year 12 student with concerns about my Sixth Form studies
- End of Year 12 examinations
- Progression into Year 13
- Ambassador queries

## Head of Year 13 Miss Woodcock

- I am a Year 13 student with concerns about my Sixth Form studies
- Revision support
- Post-18 support: University, employment and apprenticeships
- Vocational education queries
- Sixth Form Council (Team 6) queries

## Sixth Form Guidance Officer Mrs Batson

- Pastoral Issues (Mental and physical health worries, work-life balance, bullying, settling-in concerns)
- Safeguarding concerns
- Attendance and lateness

## Sixth Form Administration Mrs Wheatley

- Bursary queries
- School minibus/ transport issues
- Parent Consultation Evening queries
- Parking Permit
- Identification Badges

## Subject Mentors

- Subject specific support
- Subject mentoring
- Target setting (Expected Level of Performance (ELP) and attitude grades)
- Extended Learning Lessons queries

## Personal Development Tutors

- General pastoral issues
- Personal mentoring
- Employment, Apprenticeship and University references
- Post 18 Support

## Pathways Guidance Co-ordinator Miss Emmerson

- Work experience support
- Post 18 support
- Employment/apprenticeship application guidance

## Examination and Data Office

- Timetable issues
- Examination entries and retakes
- Remarks and clerical checks
- Examination Timetable (clashes, location, date and time)
- Examination fees and payments
- Examination support (extra time, special arrangements)

## **Ethos**

The Sixth Form promotes a Growth Mindset in order to help students feel empowered and committed to their studies, with our VOICE concept:

- V – Vision
- O – Organisation
- I – Identify
- C – Consolidation
- E – Effort

## **Communication**

In addition to the contact details included on pages 1 and 2, the following means of communication assist in ensuring you are kept up to date with the school and students' progress:

- [The School Website](#)
- [My Child at School](#)
- Classcharts
- Newsletters (available on the Parents area of the website)
- Regular emails from the Sixth Form Team regarding important notifications, events and visits.

## **Roles and Responsibilities**

### **The Sixth Form and School**

Thorpe St Andrew School and Sixth form will:

- Provide access to a wide curriculum choice with excellent teaching, supported by quality facilities and resources
- Offer support and guidance to ensure students are placed on a programme appropriate to their personal needs within the curriculum on offer
- Provide a rich programme beyond academic qualifications geared to students needs and interests
- Ensure students achieve the benefits of a Sixth Form which has a proven record of academic success
- Provide quality teaching in the classroom and beyond, that will motivate and challenge you to aspire to high ambitions and achievements
- Implement individual and regular quality mentoring of students, both in academic subjects and personal development activities
- Supply careers guidance, including, if students choose so, a highly successful UCAS process for University applications
- Communicate with home regularly on aspects of Sixth Form life including students' progress, achievement, attendance and pastoral issues (where necessary and appropriate)
- Provide a Sixth Form which constantly strives to deliver students with an outstanding educational experience that will prepare them for their chosen path ahead

## **Students**

As a young adult and student at Thorpe St Andrew School and Sixth Form, I will:

- Take responsibility, with my teachers, for my learning
- Show a positive attitude at all times
- Use study periods and homework time to further my understanding of the topic being covered
- Work hard and go beyond the minimum effort to ensure I succeed
- Strive to achieve the best of my ability
- Meet deadlines for work to ensure no coursework, when applicable, falls below my Target Grade
- Maintain a work/life balance which is effective in ensuring my academic success
- Set an example to younger students, contribute to the wider school community and follow the rules of the school, this includes adhering to the no smoking policy in and around the school
- Make full use of my Mentoring and Personal Development sessions to support my development
- Follow procedures to report any absence
- Ensure paid work and driving lessons are not undertaken during school hours
- Not act in a way which could/might bring the reputation of the school into disrepute
- Treat school staff, fellow students, property and resources with respect
- Avoid taking holidays during school time
- Inform the Sixth Form Team of any outside commitments or extra-curriculum activities which may have an impact on my learning

## **Parents**

Parents are a critical partner in the programme and are encouraged to:

- Support and encourage their son/daughter to achieve their potential
- Recognise that Sixth Form study is a full time education
- Support the school in the expectation that students attend lessons, assemblies and personal development sessions
- Maintain close communication with the Sixth Form on aspects that affect students' progress, including pastoral issues
- Monitor their son's/daughter's work/life balance and ensure any paid work does not interfere with their studies
- Support the Sixth Form by not taking their son/daughter on holiday during term time
- Report any absences to the Sixth Form

## Curriculum

The school day starts at 8.25am and finishes at 3.05 pm. However, sometimes lessons are timetabled after school with a Period 6 (3.15 pm - 4.15 pm).

Personal Development (PD) sessions and assemblies take place:

Tuesday (Week 1)	1.35 pm – 2.00 pm	PD Session with Tutor
Tuesday (Week 2)	1.35 pm – 2.00 pm	Assembly South Site Hall
Thursday (Week 1 and 2)	1.35 pm – 2.00 pm	PD Session with Tutor

Personal Development one-to-one meetings will take place Mondays and Fridays (by appointment with the Tutor).

For every hour taught, it is expected that students complete the same amount of work of independent study, highlighted on the timetable as *iStudy* (see page 6 for more information on *iStudy*).

- Students study 10 taught lessons
- Each fortnight they have one Extended Learning Lesson (ELL) per subject studied (see page 6 for more information on ELL lessons)
- Students progressing into Higher Education will follow a 10 hour Pre-University course
- The remainder of a student's timetable will be made up of *iStudy* periods

**A typical A Level programme of study is as follows:**

- Students generally study 10 taught lessons
- Each fortnight they have one Extended Learning Lesson (ELL) per subject studied (see page 6 for more information on ELL lessons)
- Personal Development time takes place on a Tuesday and Thursday, with an assembly Tuesdays week two.
- On a Monday or Friday, during Personal Development time, students will receive one-to-one mentoring with their Personal Development tutor (once a half-term)
- The remainder of a student's timetable will be made up of *iStudy* (see Page 6 for more details on *iStudy*)

**The curriculum for students on the Advanced Specialist Qualification (ASQ) and T Levels are as follows:**

- Students on an ASQ spend four days in school, and one day on a work placement
- Students on a T Level spend 3 days in school and two days on a work placement
- Personal Development time takes place on a Tuesday and Thursday, with an assembly Tuesdays week two
- On a Monday or Friday, during Personal Development time, students will receive one-to-one mentoring with their Personal Development tutor (once a half-term)

## iStudy

iStudy periods will be identified on a student's timetable. During iStudy periods, students are expected to:

- Reread and highlight their notes, draw mind maps from previous lessons
- Undertake background reading and research as recommended by their teachers to enhance their understanding of the topics currently being covered
- Keep a file for each subject up to date, ensuring it is orderly and user-friendly when they need to revise
- Complete homework and coursework in order to meet **all deadlines**
- Undertake focused revision prior to examinations
- Independent Learning Areas are available throughout the school for students to use during iStudy periods

Please note that the Sixth Form Team reserve the right to utilise students' independent study periods within a more structured lesson environment, as and when required, to ensure progress.

## Extended Learning Lessons (ELL)

Each A Level or Specialist Qualification subject is allocated one Extended Learning Lesson a fortnight. The Extended Learning Lessons are designed to deepen students' learning beyond the classroom in a formal setting. This is in addition to iStudy or other private study. There is a requirement for an outcome from the Extended Learning Lessons to show that students have increased their knowledge in each session. The Extended Learning Lessons are timetabled and count towards students' number of Guided Learning Hours. As a result, attendance is **compulsory and is monitored**.

**\*\*\*This Extended Learning Lesson constitutes 34 hours of the A Level Course. This is a significant amount of time which cannot afford to be a lost learning opportunity \*\*\***

During these Extended Learning Lessons, students will be able to work on a variety of activities, as directed by their subject teachers. These could include:

- Use of Personalised Checklists: Students could be set a test regularly in Extended Learning Lessons to assess their knowledge and thereafter personalised targets can be set by their teachers for them to improve on
- Flipped Learning: Students could be set an activity, or asked to prepare a task ready for the next taught lesson
- Massive On-Line Open Courses (MOOC): Students could be asked to complete a MOOC during these lessons and show evidence of learning
- Study Groups: Students could be set work to complete as a group to research different aspects of the topic currently studied, in order to present their research to the rest of the class in the next lesson
- Cooperative Learning: Students could be asked to work together to try and figure out solutions to a problem presented to them
- Debates: Students could be asked to stage a debate where they could show their critical thinking about concepts and aspects of the subject studied

## Personal Learning Checklist (PLC)

A PLC is a simple and effective tool for identifying the extent to which students feel confident about the course content. Students can rate themselves (red, amber or green) on a skill or topic according to how secure they feel about it. Their teachers can then adapt any teaching accordingly. Teachers can also rate the students, once work has been marked, in order to offer simple and effective feedback on a topic or subject.

## Grading and Progress Reporting

### Target Grades (TG)

These are the grades that students should aim to achieve in each subject at the end of their programme of study.

### Expected Level of Performance (ELP)

These are the grades which should be achieved should students continue to work at the **current** level of performance.

### Attitude Grades

- 1 – Outstanding attitude in class
- 2 – Good attitude in class
- 3 – Room for improvement
- 4 – Inadequate/Poor Attitude

Progress reports will be obtained throughout the year with Year 13 students having regular data collections.

Reports will be published electronically and will be available from the [My Child at School](#) portal.

These reports will detail the Target Grades, Expected Level of Performance and Attitude grades of the student which are valuable in ensuring progress.

Alongside the reports there will also be two Parent Consultation Evenings.

## Pre-Public Examinations

These take place usually after February Half-Term.

Why do they matter?

Too many students approach Pre-Public Examinations with a *“I will see what I can achieve without revision”* attitude and therefore have no benchmark on how to improve their examination techniques for the actual examinations.

Therefore, the Pre-Public Examinations are of upmost importance and must be taken extremely seriously.

Below are eight reasons for which Pre-Public examinations do matter:

### 1. Personalised Checklist

They will give a clear picture of strengths and areas to target revision for the actual Public Examination.

### 2. Improve Revision Skills

They will allow students to test proof the revision techniques employed so far and then re-adjust if necessary.

### 3. Relieve the Study Pressure

It is well understood that students are more likely to retain something if they learn it spaced (separated) over time.

### 4. Improve Subject Knowledge

It is a fact that *“you learn from your mistakes”*, so best to fail an examination question in a Pre-Public examination than in the real one. Students will remember exactly what went wrong and will not replicate the same mistakes.

### 5. Time Saver

They will cut down the amount of revision that students will need to do for the examinations.

### 6. Relieve the Pressure of Examination Conditions

It is proven that Pre-Public Examinations can reduce test anxiety. *“The more you are accustomed to sitting for a period of time, answering test questions, and pacing yourself, the more comfortable you will feel when you actually sit down to take the test.”*

### 7. Test vs Study

It is a surprising fact that taking a test can actually be more beneficial to learning than spending the same amount of time studying.

### 8. Predicted Grades are Important

Should students be unable to sit the Public Examination in the Summer Term, examination boards can use Pre-Public Examination results as well as other assessment data carried out throughout the year to allocate a grade.

Universities can make offers based on students' predicted grades.

## Examination Entries and Fees

Public examinations will take place during May and June.

Students will be issued with an examination timetable to ensure that they are aware, in advance, of the dates, times and locations of their examinations. Students have the responsibility of checking the timetable carefully; any problems can be discussed in advance with the Examinations Officer. Students will need to sign their examination entries to confirm agreement.

The school will pay the entry fees for any public examinations, provided attendance (above 95%) and commitment to study have been satisfactory. A "U" grade in the February Pre-Public Examinations may result in the school withdrawing students from the Public Examination. A private entry\* may then be possible with a cost to students of the Examination Entry Fee. Should students then achieve a pass grade the school will refund at the rate of the lowest entry cost.

If a student withdraws from a subject, after an entry has been made, fails to complete coursework, or fails to attend an examination, you may be required to pay the fees.

\* Private Entries – Definition: The examination entry will be at students' own costs. When a refund will be made, this will be at the basic rate, single fee, minus the administration cost for processing the entry.

## End of Year Arrangements

- Up to May half term, student timetables continue as normal, with full attendance required (including Personal Development sessions)
- Teachers will continue to teach in timetabled lessons up to the final examination in that subject. This gives students support up to each examination and also between papers
- The teaching in these lessons after May half term will be key final revision, mainly focused around the student's Personalised Learning Checklist needs right up to the examination
- After May half term, students have the freedom not to be in school for their Extended Learning Lessons, iStudy periods or Personal Development sessions
- If students are concerned about an afternoon examination and want to use the morning for revision, please let your teachers know in advance

## Results Day

Results will be issued from 8.00 am in the North Site Hall. Students must arrange collection of their results in person. However, if someone else needs to collect them, students are required to bring a letter to the Examination Office, before the end of the term, naming the person who will be collecting the results on their behalf. The nominated person is required to bring proof of identification on the day.

### UCAS Applicants on Results Day

The Sixth Form LRC and Sixth Form Centre will be open should students need access to computers to log onto UCAS. There will also be newspapers, for up-to-date clearing vacancies. A member of the Sixth Form Team will be present on the day to help with any issues.

Students must remember to bring their UCAS details and any correspondence they have had with universities, including the name of any Admissions Officer they have been communicating with.

## Attendance

Please see the Attendance Procedure which is on the [Sixth Form website](#) for more information.

## Safeguarding Protocol – Identification Badges

For safeguarding purposes, all Sixth Form students will be required to wear a student identification badge when on the school premises at Thorpe St Andrew School and Sixth Form. When on the school site, but not in lessons, students will need to swipe their identification badges to sign in and out in one of the following venues:

- The Sixth Form Centre (North Site)
- The Sixth Form Learning Resources Centre (North Site)
- The Sixth Form Computer Room (South Site)
- The double doors by the Sixth Form toilets (South Site)

The identification badge will be free of charge and students will be able to use them to prove they are in full time education and to obtain discounts in shops and gym memberships. Please be aware replacement badges for those lost or damaged will be charged at £5.00 and a £2.00 charge to replace the lanyard.

### Frequently asked questions:

#### ***“What happens if I forget my identification badge?”***

You must report to the Sixth Form Office immediately on arrival, where a visitor badge will be issued for that day.

#### ***“What happens if I lose my identification badge?”***

You must report the loss immediately to the Sixth Form Office, where a visitor badge will be issued for that day and be charged a one off £5.00 fee for a replacement badge to be re-printed.

#### ***“What if I lose or break my lanyard?”***

You will need to purchase a replacement from the Sixth Form Office at the cost of £2.00.

### ***“How is my identification badge to be worn?”***

Your badge must be visible to all staff at all times, therefore worn around your neck on a black lanyard, which will be provided to you.

### **Illness During the School Day**

Should students need to leave the school during the day for an emergency appointment or illness, they must sign out with a member of staff at one of the following location:

South Site Medical Room

Parents will need to contact the school to authorise and confirm this illness by calling the absence line 01603 497722.

If illness persists, parents should inform the school of the absence on each day of illness, via the absence line.

More information on illness during the school day can be found in the Attendance Procedure on the [school website](#).

### **Dress Code and Appearance**

The dress code for the Sixth Form is one of a ‘modern workplace’. We understand and respect that students wish to retain their individuality and to have greater freedom compared to their time at high school. We also believe that a serious place of learning should look and feel professional at all times. A ‘modern workplace’ dress code means precisely that; clothing which should be considered appropriate in a modern office environment. This does not have to mean a formal suit and tie, it is simply smart, professional attire. The test would be, is this appropriate for the workplace?

The following is considered to be inappropriate dress for the Sixth Form:

- Extreme hair colour/styles
- Facial piercings
- Flip-flops (as a matter of Health and Safety)
- Short skirts/dresses/shorts that are above the mid-thigh
- Torn jeans
- Clothing bearing extreme slogans or symbols which may cause offence to others
- Low cut tops and tops which expose the midriff

Wearing inappropriate clothing will result in a student being asked to return home to change.

## **Support**

### *Personal Development Tutors*

Should parents/carers have any concerns regarding student's studies in the Sixth Form, the first port of call is the student's Personal Development Tutor. Parents/carers will have the opportunity to meet the Personal Development Tutor in September at the 'Meet the Tutor Evening'.

Attendance at Personal Development sessions is critical and compulsory. Students will receive one-to-one mentoring on Monday and Friday with their Tutors to discuss Target Grades (TG), Expected Levels of Performance (ELP), setting targets, discuss progress, revision techniques, and any difficulties encountered. This time is also used for the Tutor to build a picture of students' aims and aspirations, in order to offer tailored references, advice and support through applications to university, apprenticeships or employment.

### *Subject Mentors*

Every student will have a dedicated subject mentor in each of their subjects who is responsible for writing reports, setting Expected Level of Performance (ELP), reference writing, and speaking with you at Parent Consultation Evenings.

### *Peer-to-Peer Support*

This is available via departments and involves support from fellow students. Students should talk to their Subject Mentors if they feel that they would benefit from such a scheme.

### *Beyond Sixth Form*

We support students through a number of processes: UCAS, apprenticeships, job applications as well as Curriculum Vitae and Personal Statement writing.

Students are emailed weekly with our Newsletter "Futures" with Post 18 opportunities. They also have access to our dedicated Pathway Guidance Co-ordinator, Ms Emmerson via their Personal Development Tutor's, the Sixth Form Team or self-referral by clicking [here](#).

## **16-19 Bursary Fund**

The Government has allocated each school with limited funds for the 16-19 Bursary which aims to support young people who face significant financial barriers to continue in education Post-16. There are two different Bursary Funds which are available to students:

### **Mandatory Bursary**

This Bursary is for students who face the most serious financial barriers and are considered the most vulnerable. Students who fall into the following categories will qualify and be eligible to receive a bursary of up to £1,200 a year:

A young person in care

A care leaver

A young person in receipt of Income Support or Universal Credit in their own name

A disabled learner in receipt of Employment Support Allowance and Disability Living Allowance/or Personal Independence Payments.

A student must be aged 16, 17 or 18 on 31 August before the academic year they require the Bursary for to qualify.

## **Discretionary Bursary**

Eligibility for the Discretionary Bursary takes into account various aspects of family income and evidence of this will be required to process applications. For the last academic year, the threshold of household income to be eligible is up to £25,000 per annum.

Please note, students can only apply to one type of Bursary fund.

It is our intention to process applications and advise students via their school email address by early October. Please keep any receipts for bus passes or items purchased in the meantime as we will be able to meet the cost retrospectively as long as we have proof of purchase, should you be eligible.

For more information, please click [here](#) or contact Mrs Wheatley on 01603 497767.

Please click [here](#) to access the school's website for details of the 16-19 Bursary scheme for further guidelines and an application form. A detailed email will be sent to all students and parents/carers in September.

## **Independent Learning Areas**

Sixth Form students have full and sole use of the following areas:

- Sixth Form Centre
- Sixth Form Library within the Learning Resource Centre
- Sixth Form Computer room on the South Site
- Sixth Form Study Centre on the North Site

The Traffic Light System is in use within these areas at all times:

- Red area is for silent study
- Amber area is where students can work and discuss in groups about subject-related issues
- Green is an area for quiet socialising.

## **Technology**

- All students are issued with a personal username and password to access the school's ICT network.
- All students must use the computers in line with the school's Acceptable Use Policy which they have signed to state the terms are understood.
- Bring your Own Device: The Sixth Form areas are equipped with Wi-Fi so that students can bring their own devices (laptops, tablets) in order to work during their study periods. Please note that all personal items are brought into school at the student's own risk; the school is not liable for any loss or damage caused.
- Printing: All Sixth Form Study areas are equipped with printers. A £15 printing allocation is given to students at the beginning of the year. Students are able to purchase more credit online through ParentPay or cash at the Finance Office during lunch and break.

## **Text Books**

- If students are provided with course textbooks from their subject teachers, these resources must be treated carefully and looked after.
- If students wish to annotate their textbooks, they must purchase their own copy.
- Once students leave the Sixth Form, all text books and equipment will need to be returned.
- The student will be liable for the cost to replace any items loaned which are not returned or are returned in an unusable condition.

## **Learning Partnership Agreement**

- All students will have signed this agreement when starting in September of Year 12 and this is still valid in Year 13.
- Students must adhere to the requirements on this document at all times.

## **Mobile Phones and Personal Technologies**

- Mobile phones are not to be used during lessons for personal use.
- In lessons, personal technologies are only to be used if authorised by the teacher.
- All personal items are brought into school at the student's own risk; the school is not liable for any loss or damage caused.

## **Smoking**

Smoking (or the 'smoking' of electronic cigarettes) is not permitted on, or within 150 metres of, any part of the school premises.

## **Travel and Parking**

- Moped, Motorbikes and Cars require a Parking Permit which is available from the Sixth Form Office.
- Vehicles should only be parked in the car park off Pound Lane and no other area of the school site or surrounding areas. Parking is not advised on the road near the school.
- **Post 16 Travel Scheme** (source: Norfolk County Council)

## **Who is Eligible?**

The Post 16 travel scheme offers support to students who study at school Sixth Forms, Sixth Form colleges and further education colleges. To qualify for the Post 16 travel scheme, students must:

- Live in Norfolk at least three miles from the Sixth Form or college (this is measured by the nearest walking route as determined by the Council). Transport will also be provided for Easton College students living outside Norfolk, if a student travels on the direct routes funded by the College.

- Be studying full-time (at least 540 hours per year supervised study – approximately 14 hours per week).
- Be under 19 years of age on 1 September, or under 25 years of age for students with Special Educational Needs (SEN) (transport will be provided up to the end of the course year in which the student reaches 19 or 25).
- Be studying a course of further education, not an HND, HNC or degree course.
- Travel on a core route determined by us.

You can apply to start using Post 16 transport at any time. When paying in full, or in three instalments, the amount you will need to pay will be reduced after each half term.

For more information and to apply for this scheme click [here](#).

### **Cycling Allowance**

A cycling allowance is available for any student resident in Norfolk who qualifies for support under the general school and college transport policy but cycles to school instead. Parents must be sure that students will be able to cycle to school safely. How much grant you will receive depends on when you apply during the school year.

- Before October half term - £200.00
- After October half term but before February half term - £130.00
- After February half term but before May half term - £60.00

You cannot apply for the current school year after the last day of the spring term. For example, at the start of the Easter holidays, but you will be able to apply for the following school year.

If you receive a cycling allowance you will not get any other help with transport. Parents need to decide how students will get to school when they cannot cycle – for example, in bad weather.

For more information and to apply for this allowance click [here](#).