



Sixth Form **Handbook**

*"My purpose is to give life in all its fullness."
John 10:10*



In Partnership to **Educate, Nurture & Empower**



Contents

- 3 Welcome
- 4-5 Post 16 Intent
- 6-9 The Sixth Form Leadership Team
- 10-11 School Map
- 12-13 Settling In
- 14 Code of Conduct
- 15 Dress Code
- 16 Student ID Protocol
- 18-19 Life at Abbey Grange Sixth Form
- 20-21 Praise & Reward
- 22-23 What happens if my progress causes concern?
- 24-25 Supporting Your Studies
- 26 Personal Development
- 27 Enrichment Programme
- 28 Careers & Post 18
- 29 Contextual offers and programmes at Abbey
- 30 Step up
- 31 Life Outside Sixth Form
- 32-35 Extension and HWK
- 36-37 Health & Wellbeing
- 38 Examination Entry Policy
- 39 Key Dates & Events 2025-2026



**Enhanced Document
Design Aligned with
our Sustainable
Development Goals**

Abbey Grange C of E Academy,
Butcher Hill, Leeds LS16 5EA

0113 275 7877

 @abgsixthform

 @abgsixthform

 info@abbeygrangeacademy.co.uk



www.abbeygrangesixthform.co.uk



Welcome

Welcome to Abbey Grange Sixth Form.

We are a **thriving, fully-inclusive Sixth Form** where we look to **focus on the individual**, helping you to **achieve personal and academic success** in a **supportive and dynamic environment**.

This Student Handbook has been put together to help you settle in to Sixth Form life, providing an overview of our systems, procedures and expectations.

Post 16 Intent

We ensure that all Post 16 students succeed by offering a wide range of courses at Level 3 to allow all students to make **academic, personal, and social progress**, creating strong oracy skills in our students, allowing them to communicate effectively in a range of situations and supporting them in their work for and within their communities. This ensures that they have the **life skills to succeed academically, in their chosen career and in life.**

We believe that Abbey Grange Post 16 offers Outstanding provision to help students to:

- develop a deeper level of knowledge, through subject and pastoral opportunities to create better life chances by challenging expectations and pushing boundaries academically, professionally and in life.
- develop high quality learning skills through exceptional teaching and an enhanced curriculum and aim to ensure exceptional results and outcomes, academically and personally, for all our young people.
- be ready for employment through study and develop employment skills, outstanding CVs and communication skills.
- become leaders within the community and in the workplace, providing them with qualifications and experiences that will help them to succeed in the 21st century.



Wider Purpose

Our knowledge and skill rich curriculum within Post 16 is ambitious and allows students to develop their aspirations through challenge and achievement to prepare them for life after Abbey Grange. We are constantly reviewing our curriculum provision to ensure that students have the key skills and knowledge to achieve, to build upon and determine our successful next steps.

Academic knowledge is reviewed in learning cycles, which allows the leadership of Post 16 to identify areas of strength and areas to develop within subjects and within different cohorts, for example A*-A (equivalent) students, SEND students and those students who were previously PP in order to improve outcomes and APS.

The Sixth Form

Leadership Team



Mr Delgado

Assistant Principal/Director of Post 16

As Director of Sixth Form, Mr Delgado takes overall responsibility for all aspects of sixth form life, including the curriculum, recruitment, marketing, attendance, behaviour and wellbeing, student progress and attainment outcomes. In addition, he is a teacher of Religious Studies.



Mrs Outhwaite

Assistant Director: Behaviour and Attendance

Mrs Outhwaite provides strategic leadership on behaviour and attendance across the Sixth Form, ensuring a positive, respectful, and focused learning environment. She works closely with students, staff, and families to uphold high standards, offering support and intervention where needed. Her role is central to fostering a culture of accountability and ambition, helping students develop the habits and mindset essential for success in further education and beyond.



Mrs Goodier

Assistant Achievement Director with responsibility for Progression

As Assistant Achievement Director with responsibility for Progression, Mrs Goodier has oversight of all sixth form progression Post 18, administering the UCAS process for university applicants. She coordinates and advises our team of Sixth Form Tutors with writing UCAS references and helping students produce competitive applications. She has oversight for CIAG, working closely with our school careers advisor Mrs Landau, to ensure that all of our students are advised and supported with their next steps. Mrs Goodier leads on the scholars and enrichment programme to inspire and encourage. Mrs Goodier also works closely with the Director of Sixth form in providing leadership in the academic, pastoral and social welfare of Post 16 students.



Mrs Smith

Key Stage 5 Teaching & Learning Co-Ordinator

Mrs Smith is responsible for ensuring high quality teaching and learning across sixth form subjects. She works closely with the Vice Principal (Quality of Education) and the Director of Sixth Form to sustain and improve the quality of education through promoting the highest possible standards of education and opportunities.



Mr Powell & Ms Etherington

Sixth Form Pastoral Managers

Mr Powell and Ms Etherington support the smooth running of the sixth form on a daily basis by providing high quality pastoral care, challenge and support to individual students whilst ensuring the highest standards and highly effective attitudes to learning.





Mrs Landau

Post-16 Careers Advisor

Mrs Landau is a dedicated Post-16 Careers Advisor with a passion for guiding students through the pivotal transition from school to further education, training, or employment. With a wealth of experience in career development and student support, Emma provides tailored advice and practical resources to help young people make informed decisions about their futures. Her approachable manner and deep understanding of the evolving careers landscape make her an invaluable resource for students navigating their next steps with confidence and clarity.



Mrs Sayer

Post 16 Attendance Officer

Mrs Sayer plays a vital role in supporting our Sixth Form students by monitoring attendance and ensuring every learner is engaging fully with their studies. She works closely with students, parents, and staff to identify and address attendance concerns, offering guidance and interventions where needed. Her commitment helps maintain high standards of punctuality and attendance, which are key to academic success and personal development in Post 16 education.



Mrs Beetham

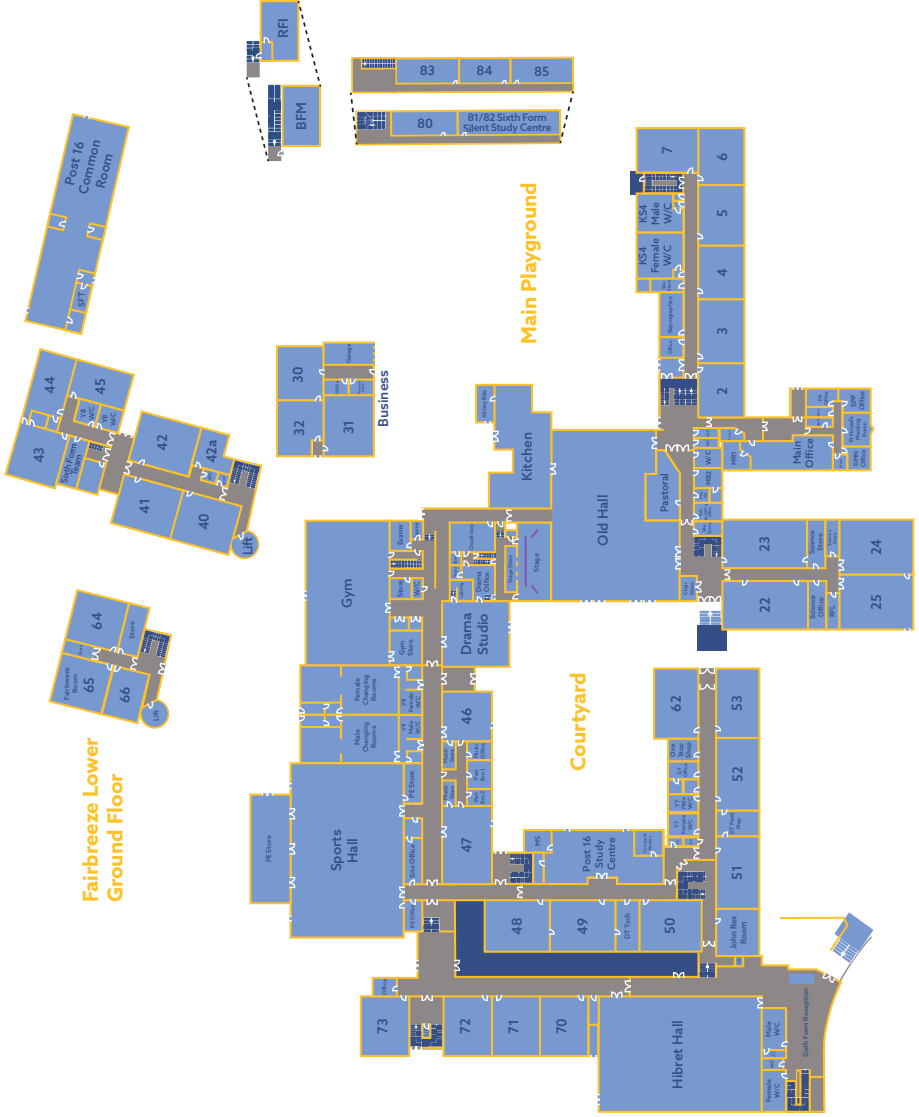
Sixth Form Learning Mentor

Mrs Beetham works with sixth form students to enable them to reach their potential and maximise attainment. She supports underperforming students pinpoint issues which are creating barriers to their learning, and develops and implements strategies which will enable them to make progress. Mrs Beetham works closely with subject teachers, the Director of Sixth Form and Assistant Achievement Directors to identify key students and assist with confidence-building and motivation.

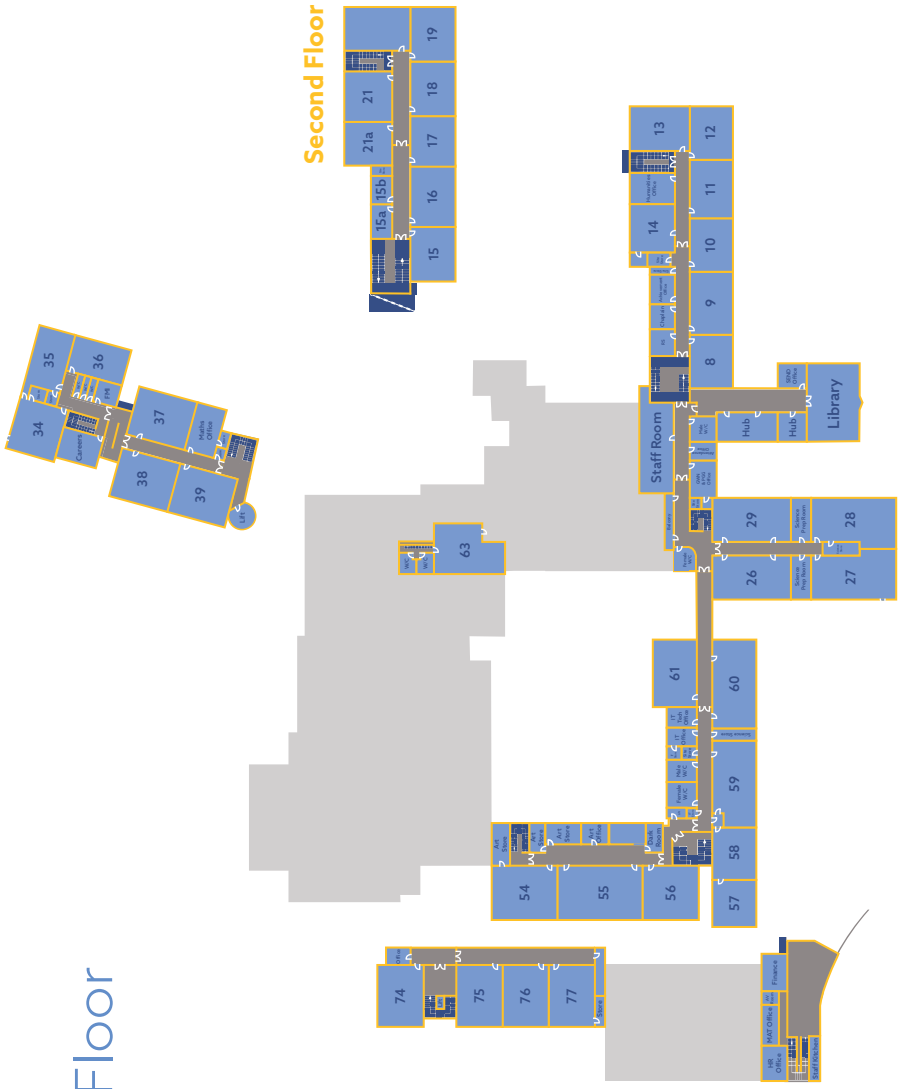


School Map

Ground Floor



First Floor



Settling In

Settling into a new college/sixth form is not as easy as some students expect. Over the first few days/weeks it is important to:

take advantage of all the early opportunities to meet new people.

While it might feel comfortable to stay with groups of friends from your previous setting, sixth form study should also be about 'spreading your wings'. Conversations with other students in tutor periods, assemblies and subject lessons (along with enrichment and clubs) are important in the early days/weeks.

find your way around the building(s)

Try to take time in the first few days to find all the classrooms on your timetable. If in doubt, there will always be someone in the sixth form office or Main Reception to help direct you.

get into the habit of wearing your lanyard/sixth form ID.

As a (young) adult in a school setting this is a key part of safeguarding for all students and staff on site. Abbey Grange Sixth Form students do not wear a uniform and so your lanyard/sixth form ID should be worn at all times on site. Everyone will accidentally forget their ID from time to time - if this

happens to you, visit the Main Reception for a temporary lanyard. Without your ID, you cannot access the sixth form facilities, which can be an issue.

aim to be punctual and attend all your timetabled lessons and activities.

The transition to sixth form from Year 11 can be tricky and some students can struggle with having free lessons on their timetable. It is important that you attend all timetabled lessons and that you arrive on time. Aim to spend some of your independent study sessions studying and not just socialising in the common room.

check that your username and password allow you full access to the IT systems at Abbey Grange Sixth Form.

Staff will often communicate through Class Charts - an online system that students and parents / carers can access that tracks achievement and behaviour throughout the school day. Homework, messages and sixth form announcements will be communicated through this system.



avoid rushing into course changes.

Try to remember that A-Levels, BTECs and our other Level 3 courses will feel more challenging than GCSEs and you will have more advanced concepts to learn. Changing courses after just a few lessons can lead to more problems than are solved by making the change. If you do want to make a course/timetable change, you need to do the following:

1. discuss the issue with your parents/carers.
2. talk to the subject teacher to establish the difficulty and assess your potential.
3. seek the advice of your Form Tutor.
4. discuss the situation with Mr Delgado, Mrs Outhwaite or Mrs Goodier, who will help you make the final decision and sign off on any changes.

Code of Conduct

By choosing to study at Abbey Grange Sixth Form, students are committing themselves to our expectations. We are dedicated to providing high-quality teaching, support, and guidance. In return, we expect our students to adhere to our Code of Conduct.

Outlined below is an agreement between students and Abbey Grange Sixth Form. This is signed by all students when they register with us.

I will respect the general rules and policies, including the disciplinary policy, of Abbey Grange Sixth Form. I will behave maturely whilst on school premises, and in the wider community.

I will aim for 100% attendance at all sessions. I understand that if my attendance falls below 90%, without good reason, I could be asked to pay for my exam entries.

I will arrive at lessons on time. I understand that if I am regularly late I will face a disciplinary meeting.

I will wear, and display, my sixth form I.D. badge at all times.

I understand that in the event of unavoidable absence I, or my parent/carer, will contact sixth form attendance during the morning of each day of absence and provide a parental/medical letter on my return to sixth form. I agree to arrange routine medical/dental appointments/driving lessons outside the school day.

Between 8.30am and 3pm, I must be available for lessons, tutorials, and school activities. I must not arrange other activities

during this time (driving lessons, paid work or appointments), unless permission has been given by the Director of Sixth Form.

If requested, I will make myself available to attend compulsory booster sessions during independent study sessions or after school, and engage with all support provided.

I will take responsibility for my learning and use my Independent Study periods effectively; doing extra reading and research beyond the syllabus. I will come equipped and ready to learn. I will complete all homework and coursework on time and to the best of my ability.

I understand that if I am not using my Independent Study time effectively, I will be required to attend additional Directed Study periods to support my learning.

I will electronically sign-in at the terminal whenever I enter the school site (and sign-out when I leave).

I will not use my mobile phone during lesson, or in any area around the school which is not designated for Sixth Form, unless instructed by a member of staff.

Dress Code

One of the privileges of being in the Sixth Form is not having to wear a school uniform. Sixth Form students are role models in school, and so whilst we want students to be comfortable, we also want to maintain a welcoming atmosphere for all.

The Sixth Form Leadership Team has worked with students to ensure that their voices have been heard and that the Sixth Form dress code fully reflects the views of all stakeholders.

We expect that you will dress suitably and avoid extremes of fashion. Students must follow these simple rules:

- Student ID card and lanyard must be worn at all times (including entry and exit from school).
- Jogging bottoms may be worn but worn appropriately, no underwear visible.
- No tops that do not cover the torso/midriff.
- No extremely ripped jeans.
- Shorts and skirts must be of a reasonable length.
- No clothing or other accessories which display inappropriate/offensive logos.
- No visible tattoos.
- Coats must not be worn in classrooms.
- Headphones and mobile phones are only permitted in the sixth form areas, not in corridors in main school.

During the warmer months of the year, students are reminded that they are in a school, not a college, and will therefore come into contact with younger students throughout the day. Any clothing that is deemed inappropriate will be challenged.

It is recognised that this dress code will not cover all issues that may arise. Students may seek to wear, for example, items which have not been covered by the above guidelines, but which are against the spirit of this dress code. In such a case, or given any dispute, the final decision is made by a Post 16 Leader.

Students will be spoken to in the first instance, re-occurrence will result in formal consequences.



Student ID Protocol

To maintain a safe and secure learning environment, all Post-16 students are required to:

- Wear their lanyard and student ID visibly at all times while on school premises.

If a student arrives without their lanyard and ID:

1. They must hand in their mobile phone for the day to receive a temporary ID.
2. The phone will be returned at the end of the school day.

Refusal to hand in the phone will result in:

- The student being sent home to collect their ID.
- If unable or unwilling, they will be refused entry into the Sixth Form for the day.

Persistent non-compliance may lead to further sanctions including:

- Meetings with parents/carers.
- Review of Sixth Form privileges.
- Possible impact on continued enrolment.

This protocol supports:

- Student and staff safety.
- A professional and respectful learning environment.
- The school's safeguarding procedures.



“I’m new this year and I’ve found great friends and such an amazing sense of community.”

Life at Abbey Grange Sixth Form

As with any organisation or community, Abbey Grange Sixth Form does have a number of rules and expectations that create the positive environment required to succeed academically and thrive individually. This page aims to summarise our ethos and key expectations.

Our Ethos

We're fortunate to work in an outstanding Sixth Form environment. Please help to keep it in excellent condition by using bins for litter and reporting any damage, spills, or accidents to the Sixth Form Office immediately.

Every student — regardless of gender, identity, race, ethnicity, religion, colour, or sexual orientation — is entitled to feel comfortable and included. Any behaviour or language that causes discomfort will be

challenged and logged by staff and students.

There's no uniform requirement but we ask that you dress appropriately for a learning environment and avoid clothing that may offend others.

We expect all students to work hard, meet deadlines, and attend all lessons and timetabled activities. Attendance is compulsory and except, for significant mitigating circumstances, a minimum rate of 97% is expected.

Attendance and Punctuality

Attendance in the Sixth Form is taken seriously, as it plays a vital role in academic success. Level 3 courses are intensive, and missing lessons impacts progress. All students must attend Form Time daily from 8:30 to 8:50am — this is compulsory.

Year 12 students are expected to be in school from 8:30am to 3:00pm, though they may leave for work, medical appointments, driving lessons, or during non-contact periods.

After Christmas, students with full-term attendance and a cumulative rate of 97%

(excluding serious medical issues) may be granted flexibility in Form Time attendance.

If a student misses a lesson, arrives late, or fails to attend Form Time, parents will be contacted — initially by text, followed by a call or letter from the form tutor or Head of Year. Continued concerns may lead to a meeting with the Head of Year or Director of Sixth Form. Persistent absence is unacceptable.

We aim to identify attendance issues early to support students and prevent further decline.

Illness/Absence Procedure

If you are unexpectedly and unavoidably absent you must contact either Mrs Sayer or the Academy Attendance Officer, on the day of absence, either by telephone (0113 275 7877) or by email (sixthform@abbeygrangeacademy.co.uk). You must also contact your subject teachers to ask for any work missed. If you are not in school and we have not had notice as to the reason, home will be contacted to confirm your absence and request a reason.

If you are planning to be absent from college (perhaps on religious grounds or for a hospital appointment) you must seek permission from Mr Delgado prior to the

Study and Social Spaces

Our Sixth Form has a unique feel compared to other providers. We encourage independence and ownership of learning, though some students may need more guidance to find the right balance.

To support this, all non-lesson time is designated as Independent Study – there are no free periods. Students are expected to treat Sixth Form as a full-time

absence. Try to avoid any appointments (e.g. driving lessons) during your timetabled lessons and activities as these absences cannot be authorised. Holiday absences during term time cannot be authorised.

Students who feel unwell whilst at school must see Mrs Sayer in her office in the Sixth Form Study Centre, or Mr Powell and Mrs Etherington who are based in the Sixth Form Common Room. If any of these members of staff are unavailable, please report to the office staff at main school reception. Students must sign out. They must not go home without permission.

commitment, working from 8:50am to 3:00pm daily, without scheduling other activities during these hours.

Study spaces are available from 8:00am to 4:30pm for use during non-timetabled periods. Use your study time wisely— are you here to read, study, or socialise?

Choose the zone that suits your needs: silent, quiet, or social.

| | | |
|---|--|---|
| Silent <ul style="list-style-type: none">• A Silent space for individual study• No Conversation• No Food• No Noise from mobile phones | Quiet <ul style="list-style-type: none">• A quiet space for group/ individual study.• Minimal/quiet conversation• No Noise from mobile phones | Social <ul style="list-style-type: none">• A Social space for individual study, eating and conversation. |
| Location: Ground floor - R81/82 Room 70 (When not in use) | Location: Sixth Form Study Centre | Location: Sixth Form Common Room Hibret Break Out Spaces |



Praise & Reward

At Abbey Grange Sixth Form we want our students to be proud of their achievements, especially - but not solely - in terms of their academic progress and performance. We also recognise and value the many areas that students succeed in outside of their academic studies.

We reward students to recognise and appreciate their high standards of performance and have designed our praise and reward system to try and allow all students, regardless of their talent or ability, to perform highly in one or more of the following categories.

- Commitment and attitude to learning
- All round achievement – outstanding overall academic performance
- Academic progress
- Attendance
- Community participation (both in our Enrichment Programme and beyond)
- Subject awards (from staff nominations at the end of Year 13)

Sixth Form students are rewarded both formally and informally in several different ways. Students can receive Postcards from teaching staff and Heads of Subject and letters celebrating success from the Director of Sixth Form. In addition, students who receive Postcards and/or letters home from the Head of Sixth Form will be entered into a termly 'prize draw' and can win vouchers from a variety of organisations.

Rewards Ladder

- Regular rewards in assembly for excellent attenders and students with excellent ATL.
- Termly phone calls from Post 16 leadership to the top performing students.
- Prize draws for students in the 100% attendance club.
- End of year rewards trip.



Sixth Form Disciplinary Guidelines

On occasions, students may find themselves falling behind with their studies or perhaps applying less effort than they should. Like all schools and colleges, Abbey Grange Sixth Form has a behaviour policy in order to respond to serious and/or continued misconduct or a lack of effort. The 'contract of study' system is in place to help our students meet our behavioural expectations.

A single serious breach of behaviour expectations could result in a student being required to remain at home pending enquiries into the incident. A return to Sixth Form will be contingent upon a re-admission interview. It may be appropriate to invite a parent(s) to attend this interview.

In the rare instance where a student repeatedly fails to meet the expectations outlined in the Sixth Form Code of Conduct this could, in the final instance, result in a student having their Sixth Form place withdrawn. In this case, a student would have the right of appeal.

Please note that CCTV operates at all times in the Sixth Form.

What happens if my progress causes concern?

To promote high expectations for student attitudes towards learning, the Sixth Form Team at Abbey Grange has developed clear intervention pathways for Level 3 courses.

We do not offer a L2 provision. This framework aims to empower students to take responsibility for their learning, with a focus on early intervention strategies addressing various issues, including under-performance, motivation challenges, and attendance problems.

- The approach is supportive, establishing measurable targets to help students concentrate on overcoming obstacles to their progress.
- Parents will be informed when students reach Stage 2 or 3 and will be invited or required to attend meetings at these stages.
- Under-performance is categorised based on Attitude to Learning, differentiating between those who exert effort yet do not progress (Progression Interviews) and those who display satisfactory effort but still fall short (Year Interviews). Both types of interviews follow a similar structure, differing primarily in target focus.

Stage 1: Initial concern

Subject teachers will meet with the student to express concerns and set supportive targets.

- Targets will be recorded and communicated with the student and tutor.
- A review meeting will be scheduled typically two weeks later.
- Parents are not contacted at this stage.

- Progress is assessed at the review meeting.

Outcomes:

- If targets are met: No further action.
- If partially met: New targets set, and Stage 1 repeated.
- If not met: Refer to Stage 2.

Stage 2: Ongoing concern

Teachers will refer the student to the Head of Department or Head of Faculty after completing Stage 1.

- A meeting will be held to discuss concerns, identify reasons for under-performance, and set new targets, with parents/carers included.
- New targets will be set by the Post 16 Team.

- A review meeting will be scheduled for two weeks later.

Outcomes:

- if targets are met: no further action.
- if partially met: referred back to the subject teacher.
- if not met: refer to Stage 3.

Stage 3: Serious ongoing concern about the risk of failure

The Head of Department or Head of Faculty will refer the student to a member of the Sixth Form Team.

- A meeting will be held to discuss concerns, identify reasons for under-performance, and set new targets, exploring alternatives if necessary.
- Parents will be invited to participate in discussions regarding the student's progress.

- New targets will be recorded.

Outcomes:

- if targets are met: referred back to subject teacher.
- if partially met: referred back to Head of Department/Faculty.
- if not met: referred to Vice Principal for Sixth Form as part of the Disciplinary Procedure.

Stage 4: Serious and sustained concern about the risk of failure

Progress interview

The Sixth Form Assistant Principal will meet with parents/carers and the student to discuss existing support and the lack of progress. Available options will be discussed, including subject removal or alternative pathways.

Commitment Interview

Stage 1: Assistant Principal warning.

Disciplinary Stage 2: Vice Principal warning.

Disciplinary Stage 3: Principal Warning.

Disciplinary Stage 4: Exclusion.



Supporting Your Studies

The first person to contact if you need support with any aspect of Sixth Form life is your Form Tutor. You can do this by email or during Tutor Time. Your tutor may then put you in touch with the Sixth Form Leadership Team to discuss what action is best.

Please do not think that you cannot speak to any of the Sixth Form Leadership Team directly - **we are approachable and here to support you** both academically and pastorally.

The Tutor Programme

Students are supported by their Form Tutors and the Sixth Form Leadership Team.

The Tutor Programme provides students with regular contact time with their tutor to explore and support a variety of important activities including:

- monitoring academic progress and target setting.
- applications to university or further education.
- financial planning.
- applications for employment and techniques to ensure success.
- student health and well-being.
- making a success of Sixth Form studies and examination techniques.

Assemblies and Briefings

In addition to the tutor programme, students have an assembly once a

week, which is used to support the tutor programme. Attendance is compulsory.

Study Support

Academic support is provided by all members of the Sixth Form team, including Form Tutors. We are fortunate that Abbey Grange Sixth Form has a learning mentor, Mrs Beetham, who is able to provide guidance and support with a range of work-related issues, such as organising your work, managing deadlines and structuring essays. Mrs Beetham can

be located next to Room 73 in the Sixth Form building.

Our SEND team also manage exam access arrangements, such as extra time, rest breaks and the use of a laptop, and all students will be contacted about this early in the autumn term. The SEND team is led by Mr Hadley.

Sixth Form Bursary

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- a vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

Students who want to apply for support from the bursary fund should contact Mrs Etherington to make an application. To be eligible for the bursary, students must:

- be aged 16 or over but under 19 at 31 August 2026 or
- meet the residency criteria in EFA 2025 to 2026 academic year funding regulations for post-16 provision.
- be participating in provision that is subject to inspection by a public body which assures quality (such as Ofsted).

Health and Safety

All school property is a non-smoking area. Sixth form students are role models to lower school students and ambassadors in our community, thus smoking on

school site or in proximity to school will not be tolerated. If you must smoke during your break or lunchtime, you must not be in the proximity of school.

Personal Development

Our Key Stage 5 Character Curriculum is designed to support the development of the whole student, preparing them for a successful and fulfilling life beyond Abbey Grange.

The programme is built upon our core Abbey Character values of **aspiration, benevolence, belief, excellence, and leadership**, which are woven into all topics. The curriculum is structured around three core themes: **Health and Wellbeing, Relationships, and Living in the Wider World**. These themes are explored in both dedicated lessons and during form-time, where students engage with the 'Your Journey of Life' programme, featuring a series of video-based lessons and activities.

Living in the Wider World

Within the '**Living in the Wider World**' theme, students develop crucial life skills and an understanding of their responsibilities as adult citizens. This includes detailed work on financial literacy, covering everything from budgeting for a

weekly shop and understanding starting salaries to navigating credit, loans, and mortgages. They also explore the UK political landscape, the justice system, and their role as global citizens regarding issues like human rights and sustainability.

Health and Wellbeing

The '**Health and Wellbeing**' strand is comprehensive, equipping students with the knowledge to make informed choices. Topics include physical and sexual health, extensive mental health awareness and coping strategies, suicide prevention,

and personal safety in various contexts, including online, when driving, and dealing with emergency situations.

Relationships

Finally, the '**Relationships**' theme helps students build and maintain positive connections. They learn about consent, respect, and effective communication,

exploring the complexities of friendships, intimate relationships, and future family life, including topics such as parenthood and conflict resolution.

Enrichment Programme

In Year 12 and 13, students have an hour of timetabled Enrichment per week.

Half of the lessons are spent completing set 'Progression Modules', a careers based programme of study involving modules on both careers and Higher Education choices; budgeting; interview skills; presentation skills and how to write personal statements and CVs. Moreover, upon completion of the programme, students will achieve 12 UCAS points for some local universities eg. Leeds Beckett, Leeds Trinity and University of Huddersfield.

Other Enrichment lessons cover an introduction to A Level study and how to make the leap between GCSE and A level study. Students consider the role of AI and JCQ examination regulations and how to think critically for themselves.

Further to this, students have the opportunity to select and complete an online course of their choice selected from a range of those offered from leading, reputable universities and organisations (UNIFROG MOOCs, iDEA, free Open University modules or Future Learn courses amongst others) to further prepare them for Post 18 study, Apprenticeships or jobs. This is an opportunity for students to pursue their own interests and bolster their extra curricular experience.

Enrichment lessons also provide

opportunities for students to develop oracy skills and develop their skills of discussion, negotiation and presentation when faced with a series of current, interesting, ethical and moral topics. Listening skills are also taught here.

At key times, linked to exam periods, students are also reminded of key, effective exam revision strategies and ways to work prior to exams.

In the final term students will participate in a 'Life skills', carousel module which will teach practical, core skills for living alone before finally using the lessons to research Post 18 options such as University courses, Apprenticeship opportunities, gap years or employment.

In Year 13, the Enrichment programme of study works around assessment and Post 18 application dates. It includes lessons on UCAS, Apprenticeships, GAP year and job applications, interview skills and further practice, oracy and ethics discussion lessons and Finance (how to apply for student finance and how to budget when living alone). The programme is tailored to the students' contextual needs and works to dovetail with the PSICHE programme of study to prepare all students for life after Abbey Grange.

Careers & Post 18

Post-18 Planning

A very important aspect of your time at Abbey Grange is preparing you for the steps you will take beyond the sixth form. Every year our students successfully negotiate the UCAS system (the process by which you apply to university), apply for Apprenticeships, make plans for gap years or enter employment, and support for all of these options will be readily available over the next two years.

Researching Your Options and Making Applications

Students will be guided through the process of researching different post-18 options and how to make applications during Year 12. Advice for students considering applying for Apprenticeships or directly into employment is available from our career advisor, Mrs Landow. Appointments with Mrs Landow can be made by emailing or speaking to Miss Shukla, Mrs Outhwaite or Mrs Goodier.

Mrs Beetham is also available to meet with and advise students with regards to their Post-18 options.

The UCAS Process

Advice and guidance for university applications is available throughout your time at Abbey Grange from your Form Tutor, your subject teachers, from Mrs Goodier who oversees the UCAS process

and provides support for particularly competitive courses such as those at Cambridge or Oxford universities or medicine, veterinary medicine or dentistry. Students will research their options during Year 12 and then complete their applications during the Autumn term of Year 13.

Events to support UCAS applications during Year 12 will include:

- a Higher Education Evening to introduce the process of applying to highly competitive courses for appropriately-placed students.
- completion of a careers planning programme to aid in the research process for higher education.
- a 'Progression Day' for all students, which includes the chance to research different post-18 options, get advice from Mrs Goodier and begin work on personal statements.
- the opportunity to attend the UCAS Exhibition and talk to representatives from universities all across the UK.
- University open day visits.

Work Experience

Work experience takes place in the Summer term. During this week, students are encouraged to seek work experience and voluntary work to support their post-18 applications.

Contextual offers and programmes at Abbey

At Abbey Grange Sixth Form, students benefit from a strong focus on widening participation and access to Higher Education through several key initiatives.

- **Access to Leeds** provides eligible students with alternative offers from the University of Leeds, recognising that some students face barriers that can affect their academic attainment. Abbey Grange supports students in identifying their eligibility and completing their applications.
- **The Social Mobility Foundation (SMF)** offers mentoring, internships, and university access programmes to high-achieving students from less advantaged backgrounds. Abbey Grange connects students with these opportunities to help them build professional networks and gain valuable experience.
- **Realising Opportunities** is a national programme that works with research-intensive universities to support students from underrepresented groups. It provides access to events, online support, and a reduced offer from partner universities. Abbey Grange encourages participation to enhance students' chances of attending top institutions.
- Abbey Grange is **fully committed to ensuring all students have the knowledge and support needed to benefit from contextual offers**. Staff provide guidance on eligibility, help with applications, and ensure students are aware of all pathways available to them, reflecting the school's inclusive approach to education and aspiration for all.

Step up

New College's Step-Up Programme is aimed at motivating and supporting students from state schools throughout Years 11 to 13.

It seeks to help students view studying at Oxford as attainable and ensures they are well-prepared and confidently supported to submit a strong, competitive application.

What is Step Up?

Step Up provides:

- targeted intervention and mentoring for students identified as needing additional support.
- study skills workshops focusing on time management, revision strategies, and independent learning.
- regular progress monitoring through one-to-one sessions with a designated mentor or academic coach.
- pastoral and academic support to help students manage the increased demands of Sixth Form study.

Visit New College's Step-Up Programme | New College for more detail

www.new.ox.ac.uk/step-up

Impact on Academic Achievement

Step Up has a significant impact on student success at Abbey Grange by:

- improving engagement and confidence, particularly for students who may struggle with the step up to A-Level.
- raising attainment through personalised support plans and close monitoring of academic progress.
- bridging gaps in learning that may have emerged during GCSEs or as a result of external factors.
- encouraging independent learning, a key skill for both academic success and preparation for university or employment.

Overall, Step Up helps ensure that every student, regardless of background or starting point, is supported to achieve their full academic potential. It reflects Abbey Grange's commitment to inclusive excellence and high expectations for all learners.

Life Outside Sixth Form

Part-time Employment

This can be very useful to students in many ways. However, experience suggests that students make better progress academically if they commit to the following:

- students should work no more than 15 hours per week in term time
- with attendance to all timetabled lessons and activities closely monitored, we would expect that no paid employment should be undertaken during the timetabled day.

Academic Progress and Independent Study

Students are expected to make effective use of independent study periods to complete CPE work. When CPE work is complete, students should use independent study periods to do some homework/ learning or additional reading which should be done outside of school each night and at weekends.

For a student studying A-level subjects, 15 hours a week (outside lessons) of additional independent study is a reasonable target, if you are to maximise your potential. An equivalent amount is required of BTEC students wishing to achieve the highest grades.

Students will always have work to do.

Successful students seek to:

- Complete CPE tasks (Two hours per week).
- Complete set extension tasks (one hour per week).
- prepare revision summaries.
- read appropriate sections of textbooks in order to re-visit key learning from the classroom.
- read around their subjects generally, this 'holistic knowledge' can then be applied to their course.
- supplement their notes from lessons.
- set learning targets and complete them.
- ask teachers and/or Mrs Beetham for help.
- revise as they go along; make note summaries or postcards.
- look at past examination papers to see how questions relate to the topics they learn.
- identify key areas of teacher feedback and take positive steps to address any learning gaps.
- use the library, online platforms and watch suitable and relevant TV programmes, as well as reading quality, 'broadsheet newspapers' or the online equivalent.

As examinations (or your mock exams) approach, you can expect that your out-of-lesson/independent learning will increase, but students tend to achieve highly and more consistently if they are completing regular independent work and revision during the year.

Extension and HWK

3-5hr per subject, per week

Extension Work at Abbey Grange Sixth Form: **A Detailed Overview**

At Abbey Grange Sixth Form, we place a strong emphasis on independent learning and academic excellence. To support this, we have developed a robust system of extension work to accompany every lesson, empowering students to take ownership of their progress. Our approach is built around the CPE framework – Consolidate, Practice, and Extend, complemented by high-quality digital learning platforms like UpLearn and Massolit.

1. CPE – Consolidate, Practice, and Extend



Consolidate

This stage focuses on reinforcing the core knowledge and understanding from the lesson just taught.

- Purpose: To ensure that students fully grasp the foundational concepts before moving forward.
- Typical Tasks:
 - summary writing or mind-mapping of lesson content.
 - flashcard creation using tools like Quizlet.
 - watching a recap video or re-reading notes.
 - annotating key texts with lesson insights.
- Outcome: Students embed core knowledge, strengthening their long-term memory and recall.

P Practice

This stage gives students the opportunity to apply what they've learned through active engagement with tasks.

- Purpose: To develop fluency, accuracy, and confidence in using their knowledge and skills.
- Typical Tasks:
 - exam-style questions or short answer responses.
 - timed practice essays or extended writing tasks.
 - problem sets for maths and science subjects.
 - peer or self-assessment using mark schemes.
- Outcome: Students build proficiency and are better able to apply learning in assessment contexts.

E Extend

This stage is about going beyond the curriculum to deepen understanding, challenge thinking, and foster curiosity.

- Purpose: To stretch high-achieving students and encourage independent exploration of topics.
- Typical Tasks:
 - wider reading around the subject, e.g., academic articles, journals, or relevant literature.
 - research projects or presentations on related topics.
 - engaging with opposing viewpoints or critical debates.
 - watching expert-led lectures or discussions.
- Outcome: Students develop higher-order thinking skills and gain a broader academic perspective.

2. Digital Learning Platforms

In addition to CPE tasks, Abbey Grange Sixth Form enhances independent study through two specialist platforms.

UpLearn

UpLearn is an intelligent online learning platform designed to help students achieve top grades, particularly in A-Level subjects.

Features:

- Interactive video lessons that adapt to student progress.
 - spaced repetition and retrieval practice to aid memory.
 - quizzes and assessments with immediate feedback.
 - AI-guided pathways tailored to individual needs.
- Subjects Covered: Predominantly STEM and Economics, with expanding coverage
- Role in Extension Work: UpLearn is often used to consolidate and practice content, especially where students need to revisit complex concepts or strengthen weak areas.

Massolit

Massolit provides on-demand video lectures by university academics in the Humanities and Social Sciences.

Features:

- hundreds of lectures in subjects like English Literature, History, Philosophy, Psychology, and more.
- academic insights and university-level content that extend beyond the A-Level curriculum.
- curated content aligned to exam specifications.
- Role in Extension Work: Massolit supports the "Extend" part of CPE by offering students opportunities to engage with higher-level ideas and critical perspectives, perfect for super-curricular exploration.



Why This Matters

Our structured approach to extension work:

- reinforces subject mastery.
- prepares students thoroughly for assessments and examinations.
- encourages independence, curiosity, and academic maturity.
- bridges the gap between classroom learning and university-style study.

The integration of CPE with UpLearn and Massolit ensures that every student at Abbey Grange Sixth Form has the tools, structure, and resources to not only succeed, but to thrive academically.

Health & Wellbeing

We recognise that Key Stage Five can be a challenging time in life and that you may need support with settling into Sixth Form, with your mental health and with managing new situations.

Our Sixth Form has a dedicated support team that is on-hand to support students with any personal or educational issues. Students are encouraged to come and speak to a member of the Sixth Form team if they have any questions or worries. Alternatively, students can speak to their class teacher or any other member of staff in school. Support for student wellbeing is led by Mr Delgado and Mr Powell/Mrs Etherington, the Year Manager for Years 12 and 13, and Deputy Designated Safeguarding Lead, Mr Hare.

Mr Powell and Mrs Etherington, are based in John Rex. Mr Powell is able to meet with students on a one-to-one basis and can make referrals to the school counsellor if

necessary. Looking for appropriate support when it is needed is considered to be an essential skill at Sixth Form and beyond and we encourage students to contact their tutor or Mr Hare to discuss what support best fits your needs.

Within the Sixth Form the following members of staff are responsible for the safeguarding of our students: Mr Delgado, Mrs Benson and Mr Powell/Mrs Etherington. We also encourage all our students to look after their own wellbeing and there are a range of external sites and agencies who can be contacted for immediate help and advice.



MindMate SPA - There is a Single Point of Access (SPA) in Leeds, which you can contact if you need to refer a young person or want some support or advice about referral. Families and young people themselves can make self-referrals through SPA, by calling 0300 555 0324 during office hours.

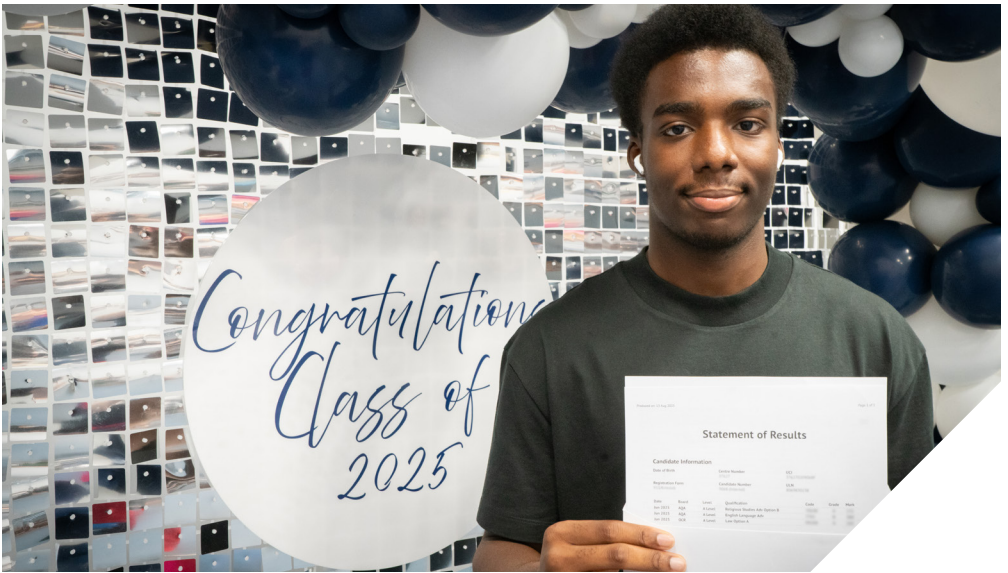
KOOTH online counselling - Kooth has been commissioned by NHS Leeds CCG from December 2018 and is a free, safe and anonymous service for 11-18-year olds where young people can chat 1-2-1 with counsellors, access self-help articles 24/7 and connect with peers through live moderated forums. Young people can access Kooth directly

Teen Connect - Teen Connect provides out of hours support for young people in Leeds (11-18years) who feel they are in mental health crisis. Open 3.30 p.m. – 2 a.m. every night of the year, young people can call or get online support. Provided by Leeds Survivor Led Crisis Services in partnership with The Market Place

The Market Place - The Market Place is a drop in, counselling and support centre for 11 – 25-year olds in Leeds city centre. Access is by self-referral via the Market Place.

Leeds CAMHS Crisis Call line - For young people struggling to cope and parents worried about their child. The Freephone Crisis Call Line to support children and young people whatever the circumstances by listening, supporting, advising and signposting. Our team will ensure that all callers receive an efficient and timely response for anyone up to aged 18 years in critical moments, so that you get fast access to help when needed. Leeds CAMHS Crisis Call is open 8am – 8pm, 7 days a week, 365 days a year. 0800 953 0505.

Emergency Department (A&E) - If someone has seriously injured themselves or taken an overdose, it is important that they get immediate medical treatment from the Emergency Department (also known as A&E). In an emergency, call 999.



Examination Entry Policy

It is our practice to enter all our students, at the Academy's expense, for all examinations for which we have prepared them. This also applies to GCSE re-sit examinations in English and Mathematics.

Re-sit examinations are available at Abbey Grange Sixth Form. Students will only be entered for re-sit examinations at parents'/ students' request. The Director of Sixth Form can agree to enter a student for an additional examination for which the school has not provided preparation; in such a case the entry will normally be made at the parents'/student's expense.

In the exceptional case of a student not achieving our minimum attendance expectation of 90% or failing to prepare adequately, we reserve the right not to make the entry. This will always be discussed with the student and parents who will then have the option to make the entry at their own expense.

Key Dates & Events 2025-2026

| Key Date | What is happening... |
|-----------------------|--|
| Friday 5th September | New to Abbey Students induction morning |
| Monday 8th September | Y12 students start |
| Tuesday 9th September | Y13 students start |
| Monday 22nd September | Sixth Form Attendance and Punctuality text sent home |
| Monday 22nd September | Y12 Sparx Reading Tests |
| Monday 13th October | Y13 In - class assessments start (end Fri 24th Oct) |
| Monday 20th October | Sixth Form Attendance and Punctuality text sent home |
| Friday 24th October | Y12 ATL data reports emailed home |
| Monday 24th November | Y13 reports sent home |
| Thursday 4th December | Y13 Parents Evening |
| Monday 15th December | Sixth Form Attendance and Punctuality text sent home |
| Monday 12th January | Y13 Mocks start (end on Friday 23rd January) |
| Monday 2nd February | Y12 Reports sent home |
| Friday 13th February | Y13 Reports sent home |
| Monday 9th March | Sixth Form Attendance and Punctuality text sent home |
| Monday 30th March | Sixth Form Attendance and Punctuality text sent home |
| Monday 27th April | Y12 Work Experience week |
| Thursday 14th May | Y12 Parents evening |
| Monday 18th May | Sixth Form Attendance and Punctuality text sent home |
| Monday 1st June | Y12 Mocks start (end Friday 12th June) |
| Friday 19th June | Y 13 Prom |
| Monday 6th July | Y12 Reports to parents |
| Thursday 16th July | Y12 Metropoly Day |

| School Break | School Closes | School Opens |
|---------------------|---------------------|----------------------|
| October Half-Term | Friday 24th October | Monday 3rd November. |
| Christmas Holiday | Friday 19 December | Monday 5th January |
| February Half-Term | Friday 3th February | Monday 23rd February |
| Easter Holidays | Thursday 2nd April | Monday 20th April |
| May Day Holiday | Friday 1st May | Tuesday 5th May |
| Spring Bank Holiday | Friday 22nd May | Monday 1st June |
| Summer Holiday | Friday 17th July | |



Abbey Grange C of E Academy,
Butcher Hill, Leeds LS16 5EA

0113 275 7877



 www.abbeygrangesixthform.co.uk

 sixthform@abbeygrangeacademy.co.uk



 @abgsixthform



 @abgsixthform



In Partnership to **Educate, Nurture & Empower**



The Sixth Form Handbook is provided for information purposes only. While every effort is made to ensure the accuracy of its contents, some details may become outdated over time.

Production: Aug 2025
AGA - Sixth Form Handbook MB08.25