



Churston Ferrers Grammar School

Sixth Form Wider Curriculum: Intent, Implementation and Impact

Intent

For some young people the Sixth Form is the concluding two years of their seven year journey at Churston; for others it is an exciting new part to their education journey having studied elsewhere. It is therefore essential that the programme both spirals from the 7-11 tutor programme and PSHE programme, AND fits well with a variety of prior student experiences to ensure that all students receive the support and guidance they need and deserve.

Sixth Form represents the next stage of adolescence from Key stage 4: a vulnerable yet exciting time associated with developing a stronger and more fixed sense of self, often during a period of intense change. For the students of years 12 and 13 to reach their full potential, in all aspects of their lives, their progress must be underpinned by a strong system of pastoral support, and the integration of all of the elements of a students Sixth Form experience, outside as well as inside of school.

The programme aims to further develop students sense of self, support their learning and wider skills in a more independent environment bridging between school and university, help them to make decisions about their future, and prepare them for life as fully fledged citizens in the world outside of compulsory education It is our mission that the students enter their post-18 pathways with a shared set of core values alongside their personal values, are confident of their roles and values in life, ready to take on positions of responsibility and leadership and contribute with pride to the development of a just and equal society.

These goals are summed up in the themes, outlined [here](#)

- My character
- My footprint
- My learning
- My future
- My world
- My life skills
- My hobbies
- Explore more

This incorporates PSHE (my life skills), Citizenship (my world), Careers (my future), Finance (my life skills / my future) and RE (my character / my world), and dovetails with the whole school values of active citizenship, social justice and sustainability. The PSHE element has also been considered in light of [Torbay's Public Health Data](#).

Implementation

Taught tutor programme (my life skills, my future, my learning)

The formal tutor programme consists of one lesson per week with the tutor in Year 12, and one per fortnight with the tutor in Year 13 plus one per fortnight with the HOY13 and Head of Sixth Form, incorporating internal and external speakers.

The themes for this programme fit around the intent above:

- Year 12 Term 1: My Learning (Sixth Form Study Skills)
- Year 12 Term 2: My Future (Exploring Careers)
- Year 12 Term 3: My Life Skills (PSHE)
- Year 13 Term 4: My Future (Deciding and applying for Careers)
- Year 13 Term 5: My Future and My Life Skills (Citizenship and Finance)

Speakers will also generally fit around these themes; the Learn2Live trip fits in with My Life Skills / PSHE

Student Leadership Opportunities (my character, my life skills, my future, my hobbies, my footprint)

The main Sixth Form Leadership opportunities include

- Student Presidential Team - significant whole school leadership posts, selected from Year 12 in summer term and serving for one year
- Student Ambassadors - events focused leadership role, recruited from Year 12 in summer term and serving for one year
- Learning Leaders - learning focused leadership role, recruited from Year 12 and 13 through the year, to help in Integrated learning lessons

In addition there are a number of other leadership opportunities being consolidated to offer to Year 12, as part of the expectation that students will do at least ten hours of school related Active Citizenship in Year 12.

Clubs and activities (my hobbies, my footprint)

There is a whole school offer of clubs and activities, including those specifically for Sixth Form, those where Sixth Form can take a leadership role with younger students, and those for all students including Sixth Formers.

Registration, including assembly (my character, my world)

Registration incorporates fortnightly debate topics, which fit around the 'my character' and 'my world' themes and specifically address moral and ethical issues as part of the Religious Education aspect of the programme, in line with Torquay's SACRE agreed syllabus that "allocation of time for RE for all (16-19) should be clearly identifiable."

One to ones (my character, my learning, my future)

Each student has a one to one with their tutor approximately every 8-10 school weeks focusing on their progress, their future plans, any concerns, and issues to address etc.

Subject enrichment opportunities (my learning, my future)

A range of subjects offer Sixth Form specific enrichment, including trips (e.g. Politics Parliament trip), conferences (e.g. Psychology Revision Conference) and competitions (e.g. Chemistry Olympiad)

Careers opportunities, including work experience (my future)

In addition to the Careers element of the taught programme, the school supports many other opportunities offered by other providers, including HE access programme, Work Experience, Sector Specific Conferences. The sixth Form also runs a trip to the Exeter UCAS exhibition and Exeter University, and an annual Careers Fair for Years 7-12.

Sixth Form updates - external opportunities (all themes)

A weekly Sixth Form newsletter ties together the above themes, disseminating information, amplifying student voice, promoting opportunities, reinforcing key messages etc.

Impact

The impact is felt, seen and measured in a number of ways, both qualitative and quantitative

Academic outcomes

'My learning' and 'my future' tie in most directly to this point, but the development of all aspects of the students have a positive feed into the outcomes they ultimately attain.

Careers destination analysis

Student destinations also strongly straws out the impact of 'my future' and 'my learning'

Student voice

The various aspects of student leadership and voice allow us to gauge student enjoyment and impact of the programme, including the effectiveness of the leadership element itself, which ties directly into my character, my life skills, my future, my hobbies, my footprint)

Student participation

Participation in events, work experience (linking to Gatsby benchmarks), leadership opportunities etc. reflect the success and impact of the programme, particularly in terms of the quantity of participation.

Staff and community feedback

Feedback, particularly on the work of students in leadership roles within the school, events, club etc, reflect the success and impact of the programme, particularly in terms of the quality of participation.