



Welcome to Beckfoot Sixth Form

Curriculum Evening 2022

A quick introduction to the team

- Glenn Wright – **Associate Assistant Head: Post-16**
- Lauren Bannon – **Deputy Head of Sixth Form**
- Kayleigh Towers – **Pastoral Lead of Sixth Form**
- Jackie Smith – **Post 16 Administrator**



Our values and vision

- **What we want for all our students:**
 - Feel safe, happy and supported through their sixth form experience
 - Be an integral part of the Beckfoot Community
 - Achieve their maximum academic potential, and make significant progress from KS4
 - Engage in a range of activities which develop and enhance their personal skills, qualities and employability
 - Fully prepared for life beyond Beckfoot

arnsl



Home-student-school

- The relationship and communication between all three parties is vital to each student's success
- Students are expected to be more independent than in Y11
- Families have a significant role to play in the education of each student



Our Expectations THE BECKFOOT SIX Ps



SIXTH FORM Positive Learning Strategy

In My Lessons			
Attitude to Learning		Beckfoot Learner: What it means for me	Beckfoot Teacher: PLS Steps
ATL 1	I am consistently meeting the Beckfoot Six Ps in all that I do.	<ul style="list-style-type: none"> I will make good progress I will receive 20 reward points I will receive positive messages via Class Charts I will access rewards, events and celebration trips 	<ul style="list-style-type: none"> Take the register All students start on ATL 1 Optional Class Charts comment
ATL 2	I have demonstrated a desire to improve. I have participated and worked well. However, my ATL does not fully meet the Beckfoot Six Ps.	<ul style="list-style-type: none"> I will receive 0 reward points I will have a chance to correct my behaviour to meet the Beckfoot Six Ps <p>Three or more ATL2 in a week = Step 1 - Informal Notification.</p> <p>Students given a two-week review period to improve their scores. Step 2 - Warning Review Meeting to follow should no improvement be seen.</p>	<ul style="list-style-type: none"> ATL changed on register Verbal reason given Late to lessons - click Class Charts icon and add minutes late Lack of home learning - click Class Charts icon box on SIMS Phone visible - click Class Charts icon, confiscate phone and pass to Sixth Form Team
ATL 3	I have repeatedly (more than once) demonstrated ATL that does not fully meet the Beckfoot Six Ps. I have challenged staff instructions.	<ul style="list-style-type: none"> I will lose 10 reward points <p>One ATL3 in a week = Step 1 - Informal Notification</p> <p>Two ATL3 in a week = Step 2 - Warning Review Meeting</p> <p>Three ATL3 in a week = Step 3 - Pastoral Formal Review Meeting</p> <p>Four ATL3 in a week = Step 4 - Head of Sixth Form Formal Review Meeting</p>	<ul style="list-style-type: none"> ATL changed on SIMS register Click ATL3 icon on Class Charts with comment and 'P' reference Verbal reason given to the student explaining why they have received an ATL3
ATL 4	I have refused to follow staff instructions. I have repeatedly disrupted the learning. I have exhibited dangerous or abusive behaviour.	<ul style="list-style-type: none"> I will lose 20 reward points <p>One ATL4 in a week = Step 2 - Warning Review Meeting</p> <p>Two ATL4 in a week = Step 3 - Pastoral Formal Review Meeting</p> <p>Three ATL4 in a week = Step 4 - Head of Sixth Form Formal Review Meeting</p>	<ul style="list-style-type: none"> ATL changed on register Click ATL4 icon on Class Charts with comment Verbal reason given to the student explaining why they have received an ATL4 Student sent to the Six office immediately

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5 Step Sanction System

STEP	STEP NAME	DETAIL	INVOLVED	ACTION REQUIRED	PLS TRIGGERS
1	Informal Notification	Student to be made aware of ATL and/or attendance concerns during an informal chat and given the opportunity to improve.	Student and Pastoral Lead	No action required at this stage. If the student is featured on the data drop the following week the relevant step of the sanction system will be followed.	3X or more ATL2 (Lack of home learning and/or late to lesson) 1X ATL3 3X or more C2 1X C3 Weekly attendance has fallen below 98%
2	Warning Review Meeting	<ul style="list-style-type: none"> Pastoral Lead to highlight concerns and establish why these issues are occurring. Discussion to be had aiming to break down any barriers that are causing these issues. Parent/Carer to be notified of the meeting via Class Charts. Form tutor to be CC into the email inviting the student to the Warning Review Meeting. 	Student and Pastoral Lead	Student to be put on a two-week review where ATL and attendance will be monitored. Student will be required to check in with the Sixth Form Team once per week to ensure ATL and attendance are satisfactory.	2X ATL3 1X ATL4 2X or more C3 Weekly attendance has fallen below 96%
3	Pastoral Formal Review Meeting	Pastoral Lead to meet with student and parent/carers to discuss continued causes for concern.	Student, Pastoral Lead and Parents/Carers	An action plan with targets is to be agreed which will contain steps to improve ATL and/or attendance. Student will be on a two-week review to ensure these actions have been effective.	3X ATL3 2X ATL4 1X C4 Weekly attendance has fallen below 96% for 2 consecutive weeks
4	Head of Sixth Form Formal Review Meeting	<ul style="list-style-type: none"> Head of Sixth Form to meet with student and parent/carers to discuss continued causes for concern. The student should explain why they have failed to meet the steps laid out in the action plan drawn up with the Pastoral Lead. 	Student, Pastoral Lead, Parents/Carers and Head of Sixth Form	Contract to be put in place for one half term to improve ATL and/or attendance. If the student is featured on the data drop whilst on contract they will be subject to a fixed term exclusion.	4X ATL3 3X ATL4 2 or more C4 Any C5
5	Headteacher Final Review Meeting	<ul style="list-style-type: none"> Headteacher meeting to discuss recurrent ATL and/or attendance issues. Fixed term suspension to be issued at the discretion of the Headteacher. 	Student, Parents/Carers, Head of Sixth Form and Headteacher	Readmission meeting with student, parent/carers and Head of Sixth Form. Contract to be put in place for one half term to improve ATL and/or attendance. If the student is featured on the data drop whilst on contract they will be subject to a fixed term exclusion.	Head of Sixth Form reserves the right to automatically escalate behaviour and/or attendance to step 5 of the sanction system dependent on the severity of the incident.



KEY Dates Y12



Futures & Careers Events	
Beckfoot Careers Fair	Wednesday 19th October 2022
Futures Month	November 2022
Careers Talk 1	Wednesday 2nd November 2022
Careers Talk 2	Wednesday 9th November 2022
Careers Talk 3	Wednesday 23rd November 2022
Careers Talk 4	Wednesday 30th November 2022
EPQ Launch	Wednesday 16th November 2022
Work Experience Week	w/c 17th July 2023

Grades & ATL - School/Home communication	
Year 12 Reports 1	w/c 12th December 2022
Year 12 Reports 2	w/c 20th March 2023
Year 12 Reports 3	w/c 15th May 2023
Year 12 Parents Evening	Monday 9th January 2023

Assessments	
Year 12 Mocks Week	24th - 28th April 2023

UCAS	
Applications open	Mid May 2023
Personal Statement draft 1 (internal)	Friday July 14th 2023
Early Entry Deadline	Mid October 2023
Deadline for all other courses	Mid January 2024

Please note we will communicate internal deadline dates at the start of Year 13 and confirm UCAS dates when they are released for 2024 cohort.

KEY Dates Y13

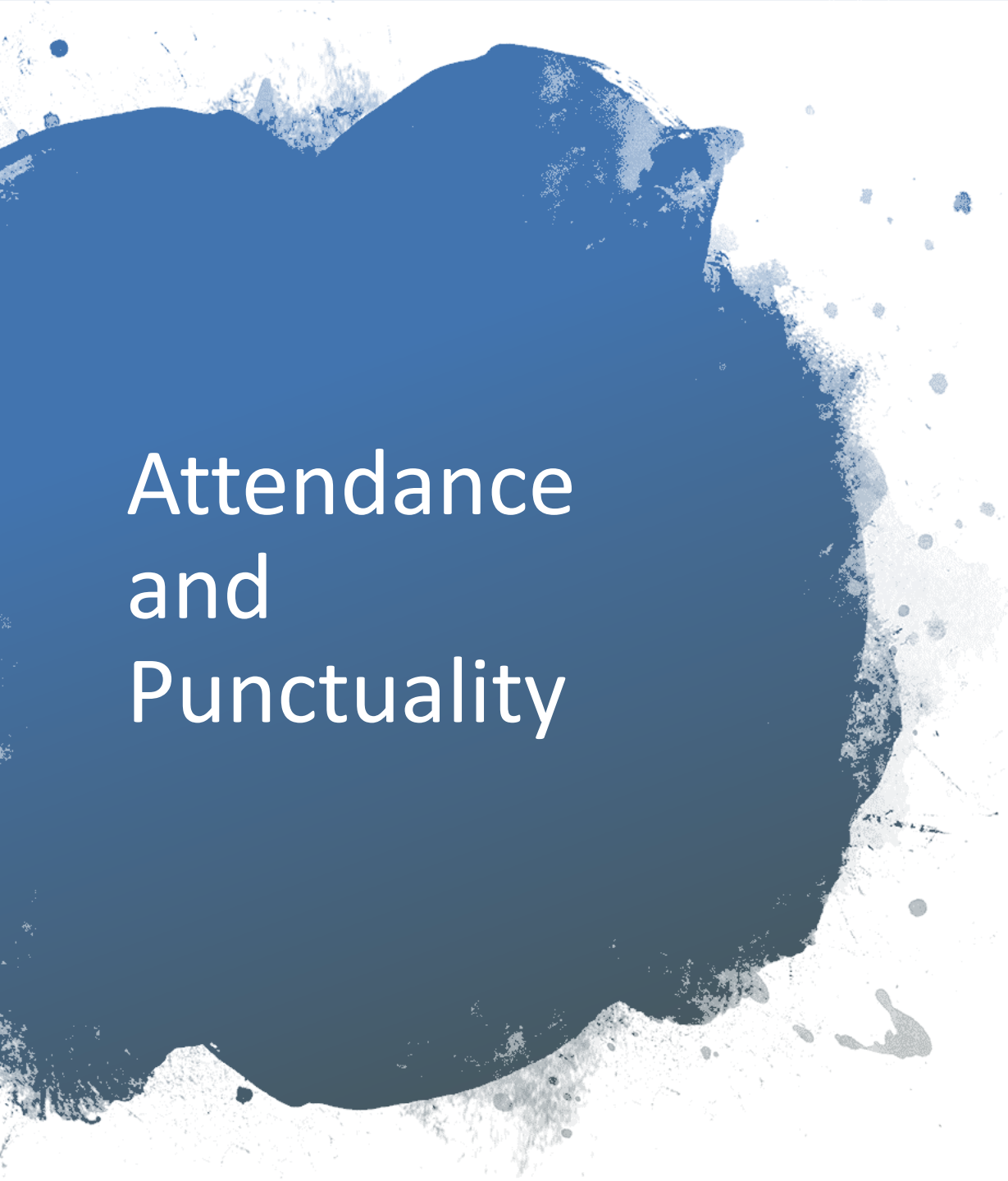


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Grades & ATL - School/Home communication	
Year 13 Reports 1	17th November 2022
Year 13 Reports 2	12th December 2022
Year 13 Reports 3	27th March 2023

Assessments	
Mock Exam period 1	w/c 14th November 2022
Mock Exam period 2	27th February - 10th March 2023
A-Level exams begin	15th May 2023

UCAS	
Early Entry Deadline	15th October 2023
Personal Statement draft 2	21st October 2022
Deadline for UCAS applications	26th January 2023



Attendance and Punctuality

Absences

Please report absences in line with whole school policy by 8.30am– instructions on school website.

GP/Dentist/Driving lesson appointments to be made outside of school time.

No holidays in school time.

Students must be proactive in catching up on missed lessons.

Absent teachers

- Students are expected to be in school and to attend their lessons as normal. Work will be set, and students should complete it in the lesson.

Personal development program



A COMPREHENSIVE TUTORIAL PROGRAMME WHICH INCLUDES VESPA, UNIFROG AND PHSCE ACTIVITIES HAS BEEN DESIGNED TO MAXIMISE SUCCESS IN 6TH FORM.



STUDENTS ARE EXPECTED TO ATTEND 100% OF TUTORIAL SESSIONS.



PERSONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE UNDERSTANDING OF LIFE POST-18 SUCH AS CAREERS ADVICE AND EXPERIENCES, UCAS SUPPORT, A VOLUNTEERING PROGRAMME, BECKFOOT LECTURES, OXBRIDGE.

Tutor Programme – 25 mins per day.

What can students expect?

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none">• ‘Time for Me Mondays’	<ul style="list-style-type: none">• VESPA and Metacognition	<ul style="list-style-type: none">• Assembly <i>“Bringing the outside in”</i> planned alongside the PHSCE framework.	<ul style="list-style-type: none">• Unifrog activities	<ul style="list-style-type: none">• PHSCE• Living in the wider world• RSE• Life skills

Students are expected to be in Tutor Time every day, unless attending SPA / Volunteering.

VESPA and the A Level Mindset (Oakes and Griffin)

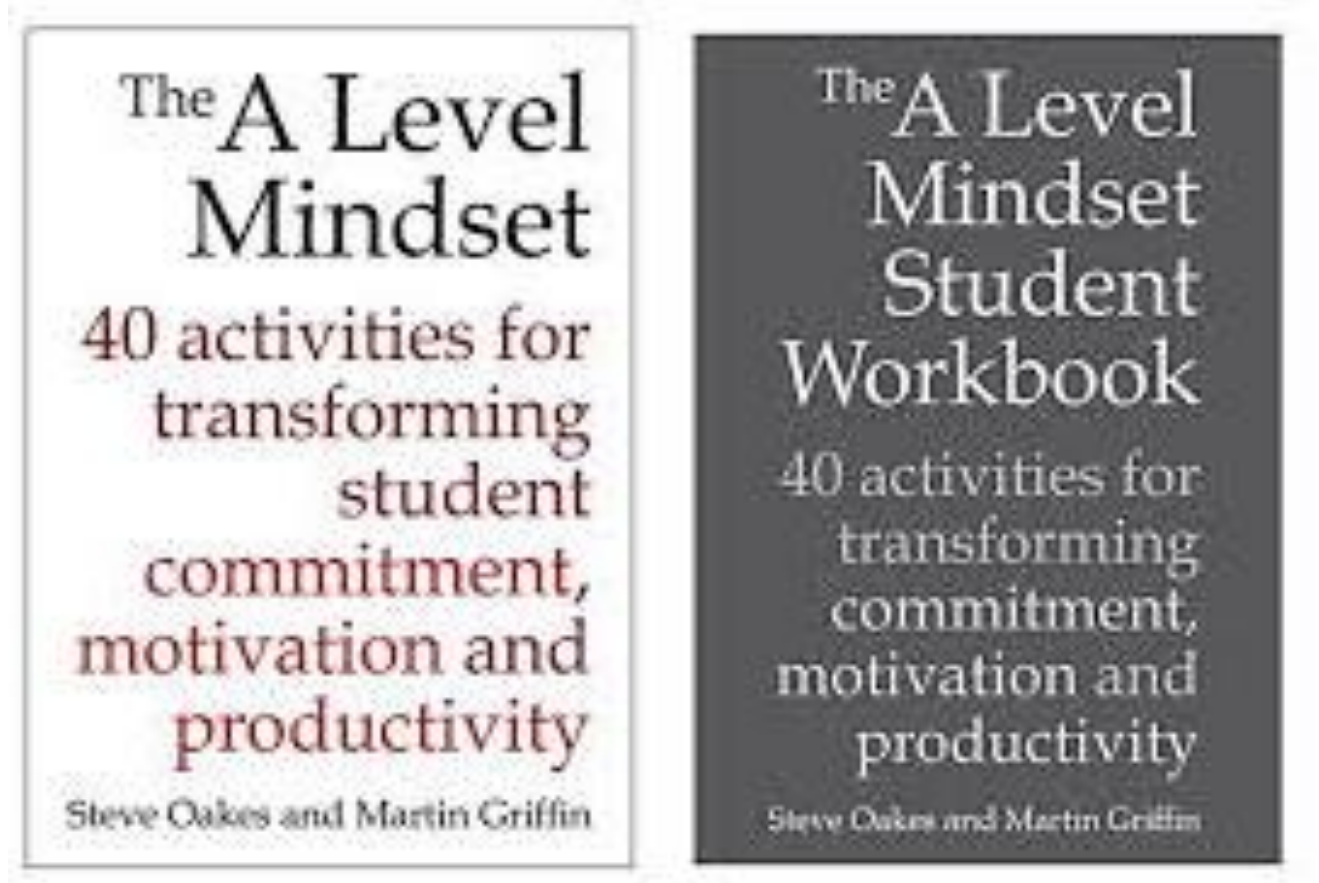
Vision – know what you want to achieve

Effort – put in many hours of independent study

Systems – organise your learning, resources and time

Practise – again and again and develop your skills

Attitude – respond constructively when setbacks happen

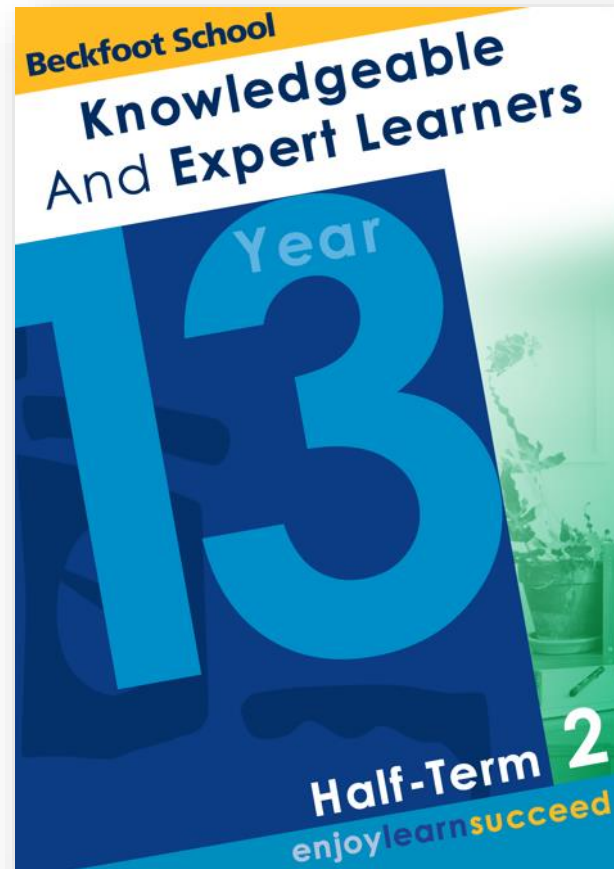
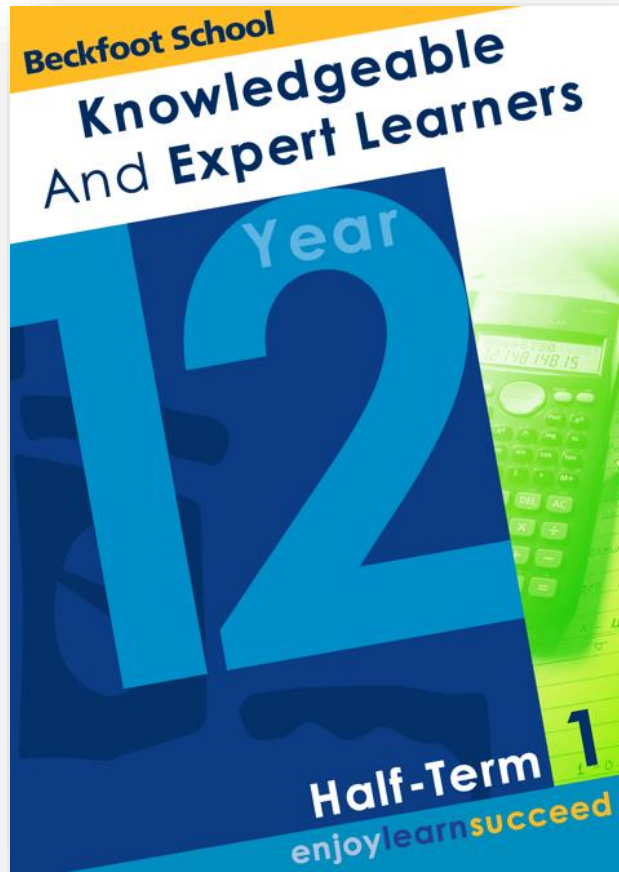


Effort



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- Research on this from HEPI (Higher Education Performance Institute) – independent body that reviews all FE and HE.
 - The highest-attaining students do at least **20 hours of work** outside of lessons by the time they get to year 13.
 - Think carefully about how to use non-contact time in the school day effectively. Is sitting in the common room and chatting the best use of your time...?
 - We support students with this through the timetabling of **Private Study Sessions**

Independent study – Consolidation, reactive and proactive work



Independent Learning Booklets

Criminology		I.1 Compare criminal behaviour and deviance		Year 12/Unit 2. AC 1.1	
Defining deviance		Acts that are criminal		Key Vocabulary	
1	Behaviour that is unusual and good	Such as heroically risking your own life to save someone else.	1	Summary offences	Less serious e.g. speeding. Tried by magistrates.
2	Behaviour that is unusual and eccentric	Such as talking to the trees in the park, or hoarding huge quantities of old newspapers.	2	Indictable offences	More serious e.g. rape/murder. Tried in crown court with jury. More severe sentences.
3	Behaviour that is unusual and bad or	Such as physically attacking someone for no reason.	3	Violence against the person	E.g. murder, manslaughter, assault
Defining Criminal behaviour		4	Sexual offences	E.g. rape, sex trafficking, grooming.	
1	Legal definition	Any action forbidden by criminal law – usually involves <i>actus reus</i> and <i>mens rea</i>	5	Offences against property	E.g. burglary, theft, robbery.
2	Social definition	This includes consideration of differing views of what makes behaviour criminal, whether a law is actually enforced, and whether people think certain acts should have laws made against them or not.	6	Fraud and forgery	E.g. frauds by company directors, benefit cheating, tax evasion.
Formal sanctions against criminals		7	Criminal damage	E.g. arson, vandalism, graffiti	
1	Custodial sentences	Court imposed imprisonment or detention in a young offenders institution.	8	Drug offences	E.g. supplying, trafficking, or possession of illegal substances.
2	Community sentences	Court imposed work, fines, courses, probation orders, restrictions, drug treatments and/or testing. Served outside of jail.	9	Public order offences	E.g. rioting and violent disorder.
3	Police sanctions	Include cautions, conditional cautions and penalty notices (fines) issued for minor offences – no court appearance.	Norms, values and moral codes		
4	Other possible implications of	A criminal record, and depending on the crime: exclusion from certain jobs, possible placement on VISOR, travel restrictions, restrictions on education.	1	E.g. norm	In the UK, we tend to queue up in an orderly fashion
Remember: Not all crimes are deviant, not all deviant acts are crimes, but some acts are both criminal and deviant!		2	E.g. value	Respect for human life is a value found in almost all human societies	
		3	E.g. moral code	The Police code of ethics	
		10	Fines	Financial penalties dependent on seriousness of offence and ability to pay.	
		11	Conditional discharge	An offender may avoid prison if they commit no offences in a given time period	
		12	Absolute discharge	Defendant is guilty but court decides punishment is not appropriate.	
		13	VIOR	Violent and Sex Offenders Register	

How to 1 – Quiz It



LOOK:

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



WRITE:

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen

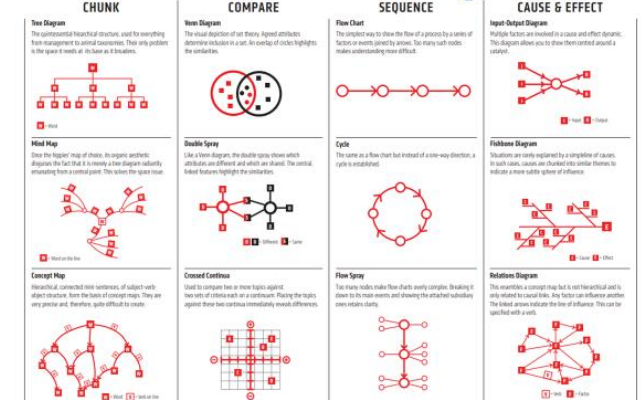


COVER:

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating)



How to 3 Map it





Futures

Careers Team – excellent advice on apprenticeship opportunities, employment and University applications.

Liz Palmer and **Sarah Wilson** offer dedicated careers and work experience support.

Specialised support with Oxbridge and Medicine/Dentistry/Veterinary applications

Students are supported and guided in making aspirational and realistic choices – it's all about having options



The Futures Programme

Specialised careers talks from external providers

Careers fairs

Interview skills development and practice

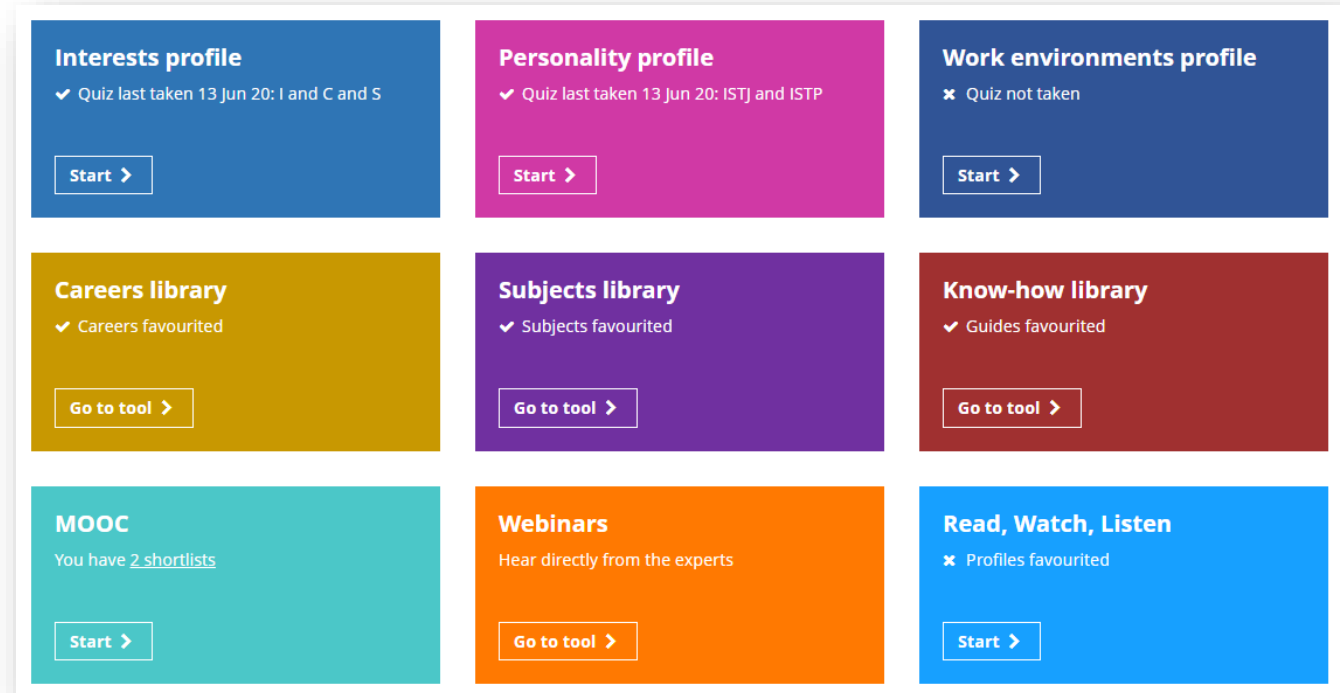
Workshops in securing jobs – writing cover letters, CVs, job applications, interviews

Work experience opportunities – in-person and virtual

Unifrog



- An invaluable online tool which enables students to research a vast array of post-18 opportunities
- Linked to form tutors and 6th form team
- Universities, apprenticeships, Oxbridge, FE, overseas



The UCAS process

- Applications open in **May**
 - Early Entry applications deadline 15th **October**
 - All other applications deadline 26th **January**
 - Students make **firm and insurance choices**
 - Acceptance of places following Results Day in **August**
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- **Subject teachers are responsible for writing references and deciding on predicted grades – all based on evidence.**



Beckfoot School

UCAS Predicted Grades Policy

When a student applies to University through UCAS, the school is asked to give predicted grades in order that Universities are best able to establish the suitability of the student to their chosen courses. Below sets out the predicted grade policy at Beckfoot School.

1. When do students get their predicted grades?

Tutors will release predicted grades mid-September 2022. This ensures that all students, including early-entry applicants (Oxbridge, Medicine, Dentistry and Veterinary) have sufficient time to choose their courses appropriately. Students and families will have an indication of a student's progress through the reports shared throughout Year 12.

2. How are predicted grades decided?

[UCAS Predicted Grades Policy](#)

The UCAS process – how can you help?



Attend Open days, research courses



Check in on your child's progress with their personal statement and application



Check on assessment results – does your child know how they're doing and how to do even better?



Apply for **student finance** on time



Seek advice

Tracking progress

Is Sarah on track?

Subject	Application to Learning Score	Latest Academic Score	Mock Exam Grade	End of Year 13 Target
Biology	1	A	A	A*
Chemistry	1	B	B	A*
Psychology	1	A*	A*	A*

- Regular assessments in subjects
- Reports home three times per year
- Conversations with teachers and tutors
- Sixth form team monitoring and interventions

Well-being

- Ultimately we want our students to be happy
- A-Levels can be a particularly stressful time, and we are very mindful of this



[Overview](#)
[Teaching and Learning](#)
[Behaviour and Attitudes](#)
[Attendance](#)
[Examinations & Results](#)
[E-Safety](#)
Mental Health and Wellbeing
[Information for students](#)
[Information for parents/carers](#)
[Jump Start Jan](#)
[Mental Health & Emotional Wellbeing Policy](#)
[Equality, Diversity and Inclusion](#)
[Library \(LRC\)](#)
[Student Facilities Office](#)

Information for parents/carers

Mental health is an everyday part of life. Children and teens have a lot to their shoulders and life can become overwhelming for them at times. At Beckfoot School, we care for your child and want them to be happy and ready for life in the world.

There may be times when you would like a little support with your child. Being a parent/carer comes with many challenges, and sometimes it is difficult to know what to do. The good news is that there is plenty of help and guidance around how to deal with life's ups and downs - both for you and your child.

We care for your child, as do you, and working together with you is important to us. If you notice anything different about your child, or feel worried - you are not alone. We are always here to help in any way we can. You might just need some reassurance, input, or maybe you need to be pointed in the right direction for further support.

On this page, you can find a range of hand-picked resources that will help you support both your child's and your own mental health.

Place 2Be
For specific advice and strategies
[Click here](#)

Qwell
Qwell is a safe and confidential support space for the emotional wellbeing and mental health of adults. We've attached some documents that we think could be of use below.
[About Qwell](#)
[How to sign up to Qwell](#)
[FAQs about Qwell](#)

It's okay to not be okay.
We all need someone to talk to sometimes. If you feel overwhelmed or at risk of abuse, there are people you can call on for support:
[Teen Mental Health - A Guide for Parents](#)
[Click here](#)

[Overview](#)

Support for families

EACH SCHOOL HAS ACCESS TO A FAMILY HUB AND FAMILY CO-ORDINATOR WHO OFFER A RANGE OF SUPPORT FOR FAMILIES. YOUR SCHOOL CAN HELP YOU TO GET ACCESS TO THIS RESOURCE.

Click on the images below for advice and guidance and organisations that can help when you need it.

Our Trust
[CEO Message](#)
[Creating Remarkable Schools](#)
[Family Involvement](#)
[Support for families](#)
[Mental Health for Children Under 18](#)
[Mental Health for Adults](#)
[Food and Foodbanks](#)
[Domestic Abuse](#)
[Disability Support](#)
[Money worries and debt](#)
[Benefits](#)
[Drug and Alcohol Problems](#)
[White Goods/furniture/Household Goods](#)
[Training, work and volunteering](#)
[Parenting](#)
[Dentists](#)
[Bradford Schools Pandemic Recovery](#)
[Equality and Diversity](#)
[Sexual Harassment and Online Sexual Abuse](#)
[Environmental Strategy](#)
[Key Information](#)

Mental Health for Children Under 18

Mental Health for Adults

Food and Foodbanks

Domestic Abuse

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Money worries and debt

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Drug and Alcohol Problems

White Goods/furniture/Household Goods

[Beckfoot School - Mental Health and Wellbeing](#)

[Beckfoot Trust - Support for families](#)

Spotting the signs

- Class Charts
- Assessment results
- Patterns of absence
- Management of workload (or lack thereof)
- Changes in mood

How can you support your child?

- Ask about independent study at home
 - Help to identify set study times
 - Provide a quiet study space
 - Be curious
-
- Try to make sure they're maintaining a healthy school/work/life balance

Let us know if there are any concerns or changes in behaviour.

16-19 Bursary



- A fund available for students who may need support financially.
- It is means tested on household income- current threshold at £30,385.
- Contact 6th Form team if you have any queries

Contact details

becgdw@beckfoot.org – Glenn Wright

becllb@beckfoot.org – Lauren Bannon

beckvt@beckfoot.org – Kayleigh Towers

Please don't hesitate to get in touch with any queries.

