



**RUSKIN**  
A PRIORY ACADEMY

SIXTH FORM  
STUDENT AND PARENT HANDBOOK  
2021-2022





# RUSKIN

A PRIORY ACADEMY

STUDENT NAME .....

ADDRESS .....

.....

TEL NUMBER .....

SCHOOL NAME .....

ADDRESS .....

.....

TEL NUMBER .....

FORM .....

TUTOR .....

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# WELCOME TO RUSKIN SIXTH FORM

Dear Students and Parents/Carers,

Welcome to The Priory Ruskin Academy Sixth Form.

We are rightly proud of our rapidly developing Sixth Form.

We have a dedicated team of staff looking after the Sixth Form, providing students with the guidance and advice they need in order to make decisions about their future. There are also many opportunities for students to gain valuable skills and experiences on top of their A level and Vocational courses which allow them to compete for places in the difficult job and university market places.

This handbook is designed to give parents and students sound advice on how to make the transition from Year 11 to Sixth Form successfully and prepare you for the challenges that lie ahead. Parts of this guide are written directly to the student, parts for the parent, but it is all good advice.

Advanced Level study is challenging but highly rewarding and we aim to help students fulfil their potential during their two years in the Sixth Form.

We look forward to welcoming you in September.

The Sixth Form Team

# SIXTH FORM VALUES

The Sixth Form offers a wide range of successful courses and we are offering an increasing variety of extra-curricular activities for students to get involved in beyond their academic studies. This includes the Key Stage 5 Priory Baccalaureate.

Being a Sixth Former carries with it a status within the Academy community; you can be a Student Senior Prefect, Student Head of House or a Learning Mentor for younger students. You dress differently. You have the wonderful new Pavilion as a base for your studies. More so then ever before, you can tailor your programme of study to suit your specific needs.

As with so much in life, when you have status you have responsibility. The Sixth Formers at The Priory Ruskin Academy are our most senior students and we expect them to be outstanding role models for younger year groups to look up to and respect.

All of our students are expected to uphold the following standards which build on the Priory Federation's values of:

## **Wisdom:**

aim for academic excellence that goes far beyond your core subjects.

## **Curiosity:**

the challenge of learning new things and challenging yourself to develop and grow.

## **Generosity:**

the natural desire to help others; to be exemplary role models for younger students.

## **Courage:**

the challenge of pushing yourself to succeed whilst valuing individual talents and group endeavour.

## **Passion:**

a genuine thirst for knowledge and improvement; that values education as life-long process

# THE SIXTH FORM PLEDGE

**IN ORDER TO ACHIEVE THESE HIGH AIMS AND MAKE THE MOST OF YOUR TIME IN THE SIXTH FORM, WE EXPECT STUDENTS TO:**

1. Have the highest expectations for what they can achieve at the Academy and beyond.
2. Commit to being an outstanding role-model for younger students around the Academy.
3. Uphold the standards of dress and appearance required of all Sixth Formers.
4. Respect the health, safety and happiness of everybody in the Academy community.
5. Achieve a high attendance record - anything below 97% could be a cause for concern in registration and lessons.
6. Focus on learning, making all lessons count and using study periods purposefully, e.g. Wider reading, completing independent study tasks.
7. Prepare thoroughly for applying to university, apprenticeships or employment through research, work experience and contributing to Sixth Form life.
8. Commit to completing the Key Stage 5 Priory Baccalaureate.
9. Take responsibility for the upkeep of the Academy, Sixth Form and wider areas.
10. Use the support provided by the Academy when unsure of the next steps to take.
11. To ensure that you communicate appropriately and in a professional manner with staff and students.

# THE SIXTH FORM TEAM

**Whenever you make important decisions in life, you will benefit from the help, support and advice of others who have experience of what you are going through. Here at The Priory Ruskin Academy, we have a very experienced team of staff to help you through every aspect of Sixth Form life.**

## **WE WILL SUPPORT STUDENTS BY:**

- Interviewing you in order to make sure that you make the right choices upon entry to the Sixth Form.
- Providing non-teaching support staff who will monitor and support your progress in each subject and in the Sixth Form as a whole.
- Providing help and guidance with applications to university, including which universities and courses to choose, how to write personal statements, support in completing the UCAS form and interview practice should you require it.
- Providing additional preparation advice sessions for those applying to Oxford, Cambridge, or studying for Medical, Veterinary and Dentistry degrees, through our links with Priory LSST.
- Providing help with looking for Apprenticeships and employment which start after Year 13.
- Providing a stimulating and rewarding Sixth Form experience including a formal enrichment programme on Wednesday afternoons.

## **THE SIXTH FORM TEAM ARE:**

- Mr A Cairns – Sixth Form Lead
- Mrs S Ciperes – Deputy Head - Pastoral
- Mr B Key – Deputy Head - Standards
- Miss K Hewson – Sixth Form Academic Manager
- Mr G Porter – Sixth Form Pastoral Manager
- Mrs J Scholefield – UCAS Coordinator
- A team of eight Form Tutors
- Miss L Pexton – Careers
- Mr R Johnston – Careers



## LIFE IN THE SIXTH FORM

**As a member of the Sixth Form you are a senior student of the Academy. As part of the Academy community you will be able to use all of the facilities that we provide for students and benefit from all of the support which we have to offer.**

**OUR SIXTH FORMERS ARE EXPECTED TO USE THOSE VALUABLE SKILLS AND VALUES LEARNED IN THE LOWER SCHOOL. YOU WILL BE EXPECTED TO:**

- Take learning and achieving seriously and recognise the value of experiences and qualifications.
- Maintain a smart dress code in line with the ethos of the Academy.
- Move around the Academy in an orderly way.
- Speak to other members of the Academy community in a respectful manner.
- Treat the Academy site with respect.

**HOW WILL YOUR SENIOR STATUS IN THE ACADEMY BE RECOGNISED? YOU WILL:**

- Have the chance to specialise in subject areas that are of interest to you.
- Have timetabled study periods during the day.
- Have dedicated facilities available only to you during the day.
- Have the chance to assume positions of authority in the Academy community, such as being Head Boy/Girl or as a Senior Student.
- Take on a senior role within your form group.

## THE ACADEMY DAY

The Academy day begins at 8.55am and ALL students are expected to be in at that time for registration. Year 12 students will be in vertical tutor groups, working towards their KS5 Baccaalaureate. In Year 13 specialist tutors relay important information, such as exam timetables and UCAS information, as well as mentoring you through your time in the Sixth Form and collecting valuable information to use in your references for university and employment.

8.55am - 9.15am - Registration

9.20am - 10.20am - Lesson One

10.20am - 11.20am - Lesson Two

11.20am - 11.40am - Break

11.40am - 12.40pm - Lesson Three

12.40pm - 1.20pm - Lunch

1.20pm - 2.20pm - Lesson Four

2.20pm - 3.20pm - Lesson Five

## WHAT WILL I STUDY?

(See p14 for advice on how to choose courses)

- Students will study 3 A Levels, BTEC level 3 or a combination of BTEC's and A Levels, totaling 15 hours of taught lessons per week.
- A further 5 hours of timetabled study provision will be allocated.
- 2 periods of enrichment will be timetabled on a Wednesday afternoon.

## WHAT IS THE KEY STAGE 5 PRIORY BACCALAUREATE?

- Three parts: gaining three Level 3 qualifications. Completing 120 hours of enrichment activities, and completing a short project that will be presented to your form.

This will be endorsed by Lincolnshire employers and higher education institutions. It makes you part of the Ruskin community rather than just an individual student.

## SIXTH FORM INDEPENDENT STUDY

Our brand new Sixth Form Centre, The Pavilion, is now open offering state of the art facilities. Students are expected to study for a minimum of 5 study periods a week – attendance will be monitored with consequences for those who fail to meet this minimum requirement.

We would expect, of course, that students take full responsibility for the upkeep of the Centre and keep it clean for the others to use.

The Sixth Form canteen is open from 10.20am – 1.30pm, where students can buy a range of hot and cold food and drinks. There is also access to the various outside spaces and sports facilities the Academy offers as part of the Academy's extra-curricular provision.

With this freedom comes a responsibility to ensure sixth form conduct is mature and considerate and does not cause disruption to the rest of the Academy community. If a Sixth Form Student is working anywhere within the Academy they should follow the whole school expectations.

# ABSENCES

**All unavoidable instances of absence (i.e. sickness/hospital appointments etc) must be reported to the Academy Attendance Officer by phone by 9am at the latest. This is not to be communicated via email.**

You are expected to be caught up with all work missed by the next lesson and to ensure that you have carefully checked Show My Homework where appropriate. This may require you to communicate with teachers via e-mail to obtain any work needed.

Attendance is monitored every day by the pastoral team and attendance to lessons is reported during every progress check to parents in the termly reports. Anything below 97% could be regarded as a concern. Universities and employers are increasingly interested in absence figures.

Failure to attend lessons without authorised permission from appropriate members of staff will be treated as truancy. This may result in phone calls home, meetings with staff members, the Sixth form team and yourself. Persistent issues will result in the schools behaviour policy being followed, which would potentially have more serious consequences.

**In line with Government policy, students are not allowed to take holiday during term time. No holiday requests can be authorised.**

## DRIVING LESSONS (IN YEAR 12)

If a student wants to learn to drive, they may be able to arrange driving lessons during school time. We ask that students use the following procedures to apply for time out of school:

1. Students should not book driving lessons during curriculum time.
2. Find a suitable free period in the timetable and allocate that as your driving hour.
3. Obtain permission from the Sixth Form Lead.
4. If the Sixth Form Lead is happy that this will not impact upon your studies then permission will be granted.
5. In all circumstances students must sign out before leaving the site.

**You must not leave the site for driving lessons before permission has been granted.**

# STANDARDS OF DRESS FOR SIXTH FORM STUDENTS

In The Priory Federation of Academies Trust, we aim to create a purposeful working environment. The Sixth Form is a place of work and we should dress accordingly. As part of this approach we expect all members of the Sixth Form Community to wear clothing which supports this ethos. **This is a traditional uniform policy and it is this way in order to prepare you for the rigors and traditions of working life and as such the emphasis is on a smart appearance.**

## THE FOLLOWING ADVICE WILL BE OF ASSISTANCE TO YOU:

**Male students** are expected to wear a traditional suit with matching jacket and trousers, a shirt, a tie and plain, dark-coloured leather shoes. A smart jumper or waistcoat may be added under the jacket as long as the tie is clearly visible. Top buttons should be fastened at all times. Sleeves on shirts can be long or short, but long sleeve shirts may not be rolled up.

**Female students** are expected to wear a traditional suit with matching jacket and skirt/dress/trousers, an appropriate shirt/blouse/smart jumper (no T-shirts or polo shirts). Any skirt must be worn appropriately at a professional length. Dark-coloured, plain, leather, low heeled or flat shoes should be worn to suit business attire. When considering whether to wear make-up, it must be suitable for attending a place of work or a job interview.

## FOR ALL STUDENTS:

- All jackets must have long sleeves which are not rolled up
- Shoes should be sensible and appropriate for a work environment
- Jewelry is to be kept to a minimum
- Extreme hairstyles, including brightly dyed hair, for male and female students is not allowed
- Tattoos must not be visible
- If in doubt, please ask a member of the Sixth Form team
- Boots are not appropriate
- Piercings in the eyes, nose, or tongue are not appropriate.

Staff will issue behaviour points via SIMS, for anyone not following the policy above. Persistent failure to follow the policy will result in sanctions such as detentions, after school detentions and where appropriate a change in the dress code could be enforced.

**If there is any debate over an item of clothing/jewelry etc, the Sixth Form Lead/Headteacher's decision on the matter will be final.**

# CHOOSING APPROPRIATE SUBJECTS

**Your GCSE grades mean that you are potentially a Level 3 student, but the gap between GCSE and A levels is huge and every year some students really struggle to bridge it. September is very much a probationary month and if there are subjects that are not appropriate it may be possible to make some changes, however this must be agreed with the Sixth Form Lead and associated staff. General things to consider:**

- Choose subjects you have a passion for.
- Link the subjects to what you think you might like to study at university and career aims.
- Do not be afraid to ask for advice.
- Don't just do subjects because your friends are or you like the teacher!
- Level 3 BTECs have exactly the same status as A levels; are accepted by 92% of universities and are suited to students who prefer a mix of coursework and exams rather than just exams.

## UNIVERSITY APPLICATION

You will be guided on this formally from the summer of Y12 by your specialist Sixth Form tutors and the UCAS Coordinator. However, you should be thinking about what and where you want to study much earlier, and researching university websites. Alternatively, if you have decided that university is not for you, you need to let us know so that we can provide apprenticeship guidance. Appointments can be made with Mrs Scholefield at any stage of Y12 to begin planning for applications.

We will identify students who will guide towards application to the Russell Group Universities, (the recognised best group of universities.) A list of Russell Group universities can be found on the next page.

Some students will be made Unconditional offers by non-Russell Group institutions. This is dangerous as it does not encourage hard work in the final months of sixth form, and is a very poor preparation for the demands of higher education. The less prestigious universities make these offers because they want the tuition fees from as many students as possible in a very competitive environment. Our expectations are based around hard work and those that do not heed this will be subject to the academy disciplinary procedure being followed.

The next page gives you an idea of how level 3 qualifications are 'ranked.' All A Levels are very difficult but some are more difficult than others. To access the 'facilitating' subjects you will need grade B/6 at GCSE. There will be no negotiation around this. There is a little more flexibility with other A levels and vocational subjects and sometimes 5 grades at GCSE are accepted to access these courses.

## WHICH UNIVERSITIES ARE IN THE RUSSELL GROUP?

Russell group universities are elite universities, please be aware that these establishments may be looking for specific subject areas to be studied and for achievement to be high. We recommend speaking with the Sixth Form team and your teachers about requirements for courses at these institutions.

### RUSSELL GROUP

- University of Birmingham
- University of Bristol
- University of Cambridge
- Cardiff University
- Durham University
- University of Edinburgh
- University of Glasgow
- Imperial College London
- King's College London
- University of Leeds
- University of Liverpool
- London School of Economics and Politics
- University of Manchester
- Newcastle University
- University of Nottingham
- University of Oxford
- Queen Mary University of London
- Queen's University Belfast
- University of Sheffield
- University of Southampton
- University College London
- University of Warwick
- University of York

# STUDY IN THE SIXTH FORM

## GETTING STARTED

First and foremost, you need to be aware that studying will take different approaches based on the courses you are studying. For example, Art may recommend different techniques to History. It is always best to speak with your teacher about the most appropriate way of working independently within this subject area.

Organise yourself! Even though you do fewer subjects now, the volume of work will increase rapidly.

- You will often be required to work from ring binder folders – have plentiful supplies of paper, dividers, staplers and hole punches at home
- Buy a bag that is big enough to carry text books and a ring binder file
- Take a ring binder file to school – keep lesson notes and handouts in that for a short time then transfer to a subject specific file at home, keeping notes in the right order!
- Use a lever arch file for each subject to store notes and materials
- You will need a black biro for all of your exams

## INDEPENDENT LEARNING

You are now responsible for things going right as well as wrong! A levels can only be passed successfully if you commit time to study out of lessons. You should aim for at least one hour of independent study for each taught lesson you have, so about 15 hours of study each week. **This equates to a 30 hour working week- still less than the adult world of work.**

The chief difference between learning at Key Stage 4 and in the Sixth Form is the amount of learning and study you are expected to do on your own. This does not mean without guidance from your teachers, they will provide you with direction and support in what and how to study; it does mean that you will have to commit time and resources to working on your own.

1. Students can find this aspect difficult at first.
2. Motivating yourself when exams and coursework deadlines seem far away can be tough, but remember that the pressure increases nearer those deadlines.
3. Speak with Teaching Staff or any Senior Student Leaders to overcome any minor concerns.



## TIME MANAGEMENT

You should never find yourself with 'nothing to do'! It can feel like juggling when you have coursework deadlines, driving lessons, a part-time job and family and friend commitments to maintain.

- Prioritise your work – using a planner/organised schedule will help you recognise the key deadlines that are coming up.
- Do not wait until the last minute, do a little work towards far off deadlines each day to reduce the pressure on yourself.
- Use your Sixth Form Student Planner carefully.
- Use the time you have available to you in school productively to reduce pressure on your time out of school. Appropriate study space will be provided to allow you to achieve this.

Part-time jobs can give you valuable skills, experience, independence and of course, money. It is an occasional issue that some students try to do too many hours in their job and end up getting behind with their Sixth Form studies. Also, you may be put under pressure in some jobs to work longer hours over Christmas or bank holidays (for example).

## USE OF INDEPENDENT STUDY TIME

All Sixth Form students are expected to utilise the designated Sixth Form study area. We recognise that by Year 13, students have a well-developed understanding of their study needs and so we allow them to go home Period 5 if they are fully up to date with their work, have completed the Bacculaureate and have a fully signed Study Pass.

**This is a privilege available to Year 13 only.**

When in supervised study you should use your time productively. It is valuable time which could be used to do some of the following tasks:

1. Complete class notes or tasks set by teachers, such as essays, notes or problem solving exercises.
2. Engage in further reading around the subject by bringing library or other books to study sessions.
3. Make revision cards or other revision aids for use in the run up to examinations.
4. Plan answers to examination questions using the examination papers available from your subject teachers.
5. Research essays or other tasks set by teachers.
6. Read novels and other books which support the learning in the subject and a quality daily newspaper; 'The Guardian' and 'Independent' have free online access, along with BBC News.

**If you are still in doubt, please ask your teachers for specific tasks/advice on how to use your study time more productively.**

## SUMMARY FOR PARENTS

1. Students are expected in their Tutor Group by 8.55am every day.
2. Students must be prepared for the day ahead: correctly dressed, with files and books as required by subjects.
3. Progress Checks will be sent home three times a year in Y12 and Y13.
4. Year 12 students may not go home during the day. Year 13 students are allowed to go home if they are fully up to date with their work, have completed the Baccalaureate and have a fully signed Study Pass.
5. Arrange medical appointments for outside Academy hours where possible – attendance figures to lessons will be commented on in references to universities/ employers.
6. Any absences will require a telephone call from yourselves to the Academy Attendance Officer by 9am. Holidays during term time cannot be recorded as authorised absence, but we should be notified.
7. Students in Sixth Form may arrange driving lessons during the Academy day but only during study periods and should not arrange these during timetabled lessons and when prior permission from the Sixth Form Lead has been sought.
8. GCSE results are sent to the universities when the student applies and predicted grades at the start of Year 13 are used for UCAS.
9. Applications to university should be made by December of Year 13.
10. We no longer have AS exams. Y12 will take mock exams in May. Parents will be invited in to a progress meeting where these exams have highlighted cause for concern. In Y13 mocks are taken in January/February with external exams in June. These will be high pressure times for students.

## HOW YOU CAN SUPPORT YOUR SON/DAUGHTER

Parents often ask us how they can support students. We feel this advice to be appropriate:

1. Keep track of absences and help minimise these where possible.
2. Monitor progress and check grades – these tell you what the staff think your son/daughter is likely to achieve and will indicate how they are doing in the Academy. If you do not receive these grades please inform us as soon as possible.
3. Contact the Academy if you have any questions or concerns at all.
4. Obtain from your son/daughter a copy of their timetable and the name of their form tutor.
5. Keep a close eye on how they are coping during the high pressure times of the year.

A stylized tree with a thick trunk and several branches, each bearing clusters of leaves and round fruits. The tree is rendered in a lighter shade of blue against a dark blue background. The text "USEFUL INFORMATION" is centered over the tree's canopy.

## USEFUL INFORMATION

# SUPPORT AND ADVICE

Acne Help [www.acnehelp.org.uk](http://www.acnehelp.org.uk)

Asthma UK [www.asthma.org.uk](http://www.asthma.org.uk)

Beating Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk)

Childline [www.childline.org.uk](http://www.childline.org.uk)

Crimestoppers [crimestoppers-uk.org](http://crimestoppers-uk.org)

Drugs Advice [talktofrank.com](http://talktofrank.com)

Missing Persons [missingpeople.org.uk](http://missingpeople.org.uk)

NHS Direct [www.nhs.uk/111](http://www.nhs.uk/111)

NHS Smokefree [www.nhs.uk/smokefree](http://www.nhs.uk/smokefree)

NSPCC Helpline [www.nspcc.org.uk](http://www.nspcc.org.uk)

RSPB [www.rspb.org.uk](http://www.rspb.org.uk)

RSPCA [www.rspca.org.uk](http://www.rspca.org.uk)

Samaritans [www.samaritans.org](http://www.samaritans.org)

Victim Support (Victims of Crime)  
[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

## MY WEBSITES

Website: .....

Website: .....

Website: .....

Website: .....

Website: .....

Website: .....

Website: .....

# USEFUL WEBSITES

## SEARCH ENGINES

Ask Jeeves [uk.ask.com](http://uk.ask.com)  
BBC [www.bbc.co.uk](http://www.bbc.co.uk)  
Google [www.google.co.uk](http://www.google.co.uk)  
Yahoo [uk.yahoo.com](http://uk.yahoo.com)

## REFERENCE ENCYCLOPAEDIAS

Britannica [www.britannica.com](http://www.britannica.com)  
Wikipedia [en.wikipedia.org](http://en.wikipedia.org)

## NEWS ONLINE

BBC Newsround [www.bbc.co.uk/newsround](http://www.bbc.co.uk/newsround)  
The Economist [www.economist.com](http://www.economist.com)  
Guardian/Observer [www.theguardian.com/uk](http://www.theguardian.com/uk)  
Independent [www.independent.co.uk](http://www.independent.co.uk)  
National Geographic [www.nationalgeographic.co.uk](http://www.nationalgeographic.co.uk)  
The Times [www.thetimes.co.uk](http://www.thetimes.co.uk)

## REVISION SITES

Bitesize Revision [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)  
GCSE Guide [www.gcseguide.co.uk](http://www.gcseguide.co.uk)  
GCSE Revising [www.gcse.com](http://www.gcse.com)  
GCSE Revision [www.getrevising.co.uk](http://www.getrevising.co.uk)  
Revision World [www.revisionworld.co.uk/GCSE](http://www.revisionworld.co.uk/GCSE)  
S-cool! Revision [www.s-cool.co.uk/GCSE](http://www.s-cool.co.uk/GCSE)

## FURTHER EDUCATION

Apprenticeships [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)  
City & Guilds [www.cityandguilds.com](http://www.cityandguilds.com)  
National Careers Service [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)  
Post GCSE Qualifications [www.thesite.org/workandstudy](http://www.thesite.org/workandstudy)  
Prospects [www.prospects.ac.uk](http://www.prospects.ac.uk)  
Sixth Form [www.sixth-form.com](http://www.sixth-form.com)  
UCAS [wwwucas.com](http://wwwucas.com)  
Work Experience [www.work-experience.org](http://www.work-experience.org)

# EXAM TIPS

## BEFORE AN EXAM

- Practice answering some questions under exam conditions before the exam.
- Don't cram new information on the night before, read over your revision notes instead.
- Make sure you are well rested and relaxed before the exam — get a good night's sleep the night before and get up in plenty of time to get ready.
- Check the time and place of the exam before you leave.
- Make sure you have the right equipment for the exam.
- Arrive with plenty of time to spare before the exam. If you rush you will lose focus and may become anxious.

## DURING AN EXAM

- Read the instructions on the paper carefully and work out how long to spend on each part or question.
- It is a good idea to attempt compulsory sections first, then move on to optional questions.
- Most exam rooms should have a clock, but you may want to have your watch on your desk in front of you to keep a close eye on the time.
- Don't leave any questions out. Even if you are unsure how to answer a question, do attempt it, as you will not pick up any marks if you leave it out completely.
- Check over your answers when you have finished to spot any mistakes.
- Don't leave before the end unless you are certain you have finished.

## AFTER AN EXAM

- Have a rest and relax or perhaps partake in some form of leisure activity.
- Forget the exams you have done and focus your attentions and efforts on your next exams. If you feel unsure of how you performed do not dwell on it.





THE KEY STAGE 5  
NATIONAL BACCALAUREATE AWARD



**RUSKIN**

A PRIORY ACADEMY

WISDOM

CURIOSITY

GENEROSITY

COURAGE

PASSION



**PURPOSE** - This award is designed for three reasons:

1. To strongly encourage students to follow a disciplined life that will enable them to learn and succeed.
2. To help create responsible young adults who have a rounded personality and who are making a positive contribution to the school and wider community.
3. To develop personal qualities that will make a significant contribution to 'next steps', particularly applications to University.

The aim will be to largely finish the National Baccalaureate by the end of year 12, so students have full focus on revision in Year 13.

**STRUCTURE** - Three components need to be completed for the National Baccalaureate Trust to validate this award. They are Core Learning, Personal, Development and Personal Project.

### CORE LEARNING - compulsory

- This will largely be assessed through the Wisdom value (See criteria below)
- Ultimate completion of and A level Programme for final validation

### PERSONAL DEVELOPMENT - 3 out of 5 remaining strands

- **Bronze:** 30 hours of personal development must be met across a minimum of three values, (Not including the core strand) contributing up to 20 hours in each Strand.
- **Silver:** 60 hours of personal development must be met across a minimum of three values, (This can include the core strand) contributing up to 20 hours in each Strand.
- **Gold:** 90 hours of personal development must be met across a minimum of three values, (this can include the core strand) contributing up to 20 hours in each Strand.

### PERSONAL PROJECT - 1 out of the 5 strands (Not core strand)

- 120 hours of National Baccalaureate Criteria must be met within at least 3 strands of the values.
- The project should link to the student's current course and future aspirations.
- To complete a personal reflection on how the Baccalaureate has allowed them to develop. This area could be an extended piece of writing, a presentation, or a significant performance that should be submitted to the 6th Form Lead or SLT in some format.

## WISDOM

(Core strand which must be completed) <b>Success Criteria:</b> 7 must be completed to achieve award		Signature	Date
1.	End of course prediction is within one grade of their target grade by the end of Year 12.		
2.	Attendance is at 97% or better by final Progress Check in Year 12.		
3.	Effort is at least Good or better in progress checks in Year 12.		
4.	Behaviour is at least Good or better in progress checks in Year 12.		
5.	Independent Learning Grade is at least Good or better in progress checks in Year 12.		
6.	Evidence of Enrichment completed.		
7.	Punctuality to Tutor time is Good.		
8.	Contribute to the activities in Tutor Time in a designated House group.		
9.	Complete VESPA activities.		

## GENEROSITY

<b>Success Criteria:</b> Up to 20 hours may be completed in this section to contribute to the National Baccalaureate or 60 hours if it selected as the Specialist Strand.		Hours	Signature	Date
1.	Act as a Reading Mentor for a student in Key Stage 3. <i>(Maximum of 10 hours)</i>			
2.	Participate in the Buddy Mentoring Programme for Year 7 students. <i>(Maximum of 10 hours)</i>			
3.	Volunteer as a Teaching Assistant in one of your three A-level choice subjects. <i>(Maximum of 10 hours)</i>			
4.	Tutor a student in one of your three A-level choice subjects. <i>(Maximum of 10 hours)</i>			
5.	Work as a Well Being Ambassador. <i>(Maximum of 10 hours)</i>			
6.	Support Year 11 Revision Assemblies and Intervention. <i>(Maximum of 10 hours)</i>			
7.	Run an extra-curricular club for an agreed period of time. <i>(Maximum of 10 hours)</i>			
8.	Contribute to a whole School or House Charity Event. <i>(Maximum of 10 hours)</i>			
9.	Complete and evidence some voluntary work. <i>(Maximum of 10 hours)</i>			
10.	Demonstrate any other form of voluntary service in the local community. <i>(Maximum of 10 hours)</i>			
11.	National Baccalaureate Presentation Coach. <i>(Maximum of 10 hours)</i>			
12.	Any other activity as agreed by a member of The Sixth Form Tutor Team. <i>(Maximum of 10 hours)</i>			

## COURAGE

<b>Success Criteria:</b> Up to 20 hours may be completed in this section to contribute to the National Baccalaureate or more if it selected as the Specialist Strand.		Hours	Signature	Date
1.	Carry out all duties as a Student Leader. <i>(Maximum of 10 hours)</i>			
2.	Complete a Sports leaders Level 2 Qualification or equivalent in another subject. <i>(Maximum of 10 hours)</i>			
3.	Take on a senior role within the House System. <i>(Maximum of 10 hours)</i>			
4.	Lead the School Academy Council. <i>(Maximum of 10 hours)</i>			
5.	Referee a Sports Fixture. <i>(2 hours per fixture, maximum of 5 to contribute 10 hours)</i>			
6.	Demonstrate Leadership in your subject. <i>(Maximum of 10 hours)</i>			
7.	Lead a group of younger students in an extended project to raise attainment. <i>(Maximum of 10 hours)</i>			
8.	Act as a senior student on Open Days, Induction Days, Parents Evenings and other major Academy Events. <i>(Maximum of 10 hours)</i>			
9.	Work as a Leader to support Ruskin values working with your Head of House.			
10.	Take House group assemblies. <i>(1 hour per assembly)</i>			
11.	Any other activity as agreed by a member of The Sixth Form Tutor Team. <i>(Maximum of 10 hours)</i>			

## PASSION

<b>Success Criteria:</b> Up to 20 hours may be completed in this section to contribute to the National Baccalaureate or more if it selected as the Specialist Strand.		Hours	Signature	Date
1.	Perform at 2 Performing Arts Shows in the year. <i>(Maximum of 10 hours)</i>			
2.	Create a Photographic Display for use in the Academy. <i>(Maximum of 10 hours)</i>			
3.	Create a portfolio of Art Work for use in the Academy. <i>(Maximum of 10 hours)</i>			
4.	Attend a Theatre performance, Art Gallery or Photographic Exhibition linked to your course. <i>(2 hours)</i>			
5.	Participate in the House Singing Competition, Photography, or Art Competition. <i>(2 hours)</i>			
6.	Lead or contribute to the leading of an extra-curricular club in Performing Arts or Visual Arts. <i>(Maximum of 10 hours)</i>			
7.	Lead a workshop in Performing Arts or Visual Arts. <i>(5 hours)</i>			
8.	Write a review of an Arts Event for The Newsletter. <i>(2 hours)</i>			
9.	Learn how to play a new Musical Instrument. <i>(5 hours)</i>			
10.	Work as a Teaching Assistant in an Arts subject. <i>(Maximum of 10 hours)</i>			
11.	Any other activity as agreed by a member of The Sixth Form Tutor Team. <i>(Maximum of 10 hours)</i>			

## CURIOSITY

<b>Success Criteria:</b> Up to 20 hours may be completed in this section to contribute to the National Baccalaureate or more if it selected as the Specialist Strand.		Hours	Signature	Date
1.	Complete Health and Social Care Work Placement at a Care Institute. <i>(Maximum of 10 hours)</i>			
2.	Play 5 games/matches for the Academy. <i>(Maximum of 10 hours)</i>			
3.	Compete in 8 sporting competitions outside of School for a Club or Team. <i>(Maximum of 10 hours)</i>			
4.	Attend and complete the Sixth Form Cookery Course. <i>(Maximum of 10 hours)</i>			
5.	Attend the Debating and Philosophy Club/ Intellectual enrichment. <i>(Maximum of 10 hours)</i>			
6.	Support lessons on a Wednesday afternoon in your chosen specialist subject. <i>(Maximum of 10 hours)</i>			
7.	Gain a sports coaching Qualification. <i>(Maximum of 10 hours)</i>			
8.	Complete the Bronze, Silver or Gold Duke Edinburgh Award. <i>(Maximum of 10 hours per award)</i>			
9.	Demonstrate an increase in a component of physical fitness over a term's period. <i>(Maximum of 10 hours)</i>			
10.	Evidence of cultural experience. <i>(Maximum of 10 hours)</i>			
11.	Any other activity as agreed by a member of The Sixth Form Tutor Team. <i>(Maximum of 10 hours)</i>			



# KEY STAGE 5 BACCALAUREATE PLANNING SHEET

Outline of strands covered in the Personal Development of the Key Stage 5 Baccalaureate and give examples of some of the things you have done so far.

Identify your main strand of interest and decide how you would like to develop in this strand. This should tie in with what you want to do in the future.

**The project should focus on an element of the strand that you are particularly passionate about and give you something to talk about on a UCAS form or at a job interview.**

Open a folder in your shared area and save it as Baccalaureate Project.

## IDEAS FOR BACCALAUREATE PROJECT.

- Produce a range of Art work from an artist of interest and a written report on their background and style.
- Research different methods of training for a sport of your choice and develop a bank of sessions and train to develop in that area of interest.
- Set up a new mentoring program in the school and show what it achieved.
- Show a commitment to charitable causes, evidence what and how it was raised.
- Discuss different types of care and their effectiveness at a work placement.
- Support a buddy/mentor and discuss the effectiveness of your interventions on their progress.
- Entering a project in the Young Designer of the Year Competition

# PERSONAL REFLECTION

<b>What has gone well?</b>	
<b>What could have gone better?</b>	
<b>My target(s) for next year...</b>	

Signed by:

Student: \_\_\_\_\_

Form Tutor: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

# WITNESS REFLECTION

AREA OF PERSONAL DEVELOPMENT	STAFF COMMENTS

PROGRESS CHECK

*Place your Progress Check sticker here*

Tutor signature..... Student signature .....

Parent/Carer signature.....

PROGRESS CHECK

*Place your Progress Check sticker here*

Tutor signature..... Student signature .....

Parent/Carer signature.....

PROGRESS CHECK

*Place your Progress Check sticker here*

Tutor signature..... Student signature .....

Parent/Carer signature.....

PROGRESS CHECK

*Place your Progress Check sticker here*

Tutor signature..... Student signature .....

Parent/Carer signature.....





NOTES

Lined area for writing notes, consisting of 20 horizontal lines.







# RUSKIN

A PRIORY ACADEMY

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