

Sixth Form Handbook

2025-2026



Name: _____ Registering lead: _____

Mentor: _____ Application Advisor: _____



Bacon's College Sixth Form
The best in everyone™
Part of United Learning

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SIXTH FORM OVERVIEW

Welcome

Year 12, welcome to Bacon's Sixth Form and Year 13, welcome back!

September is always a good time for a fresh start. That is even more true this year with all the changes we have introduced. I have highlighted some of these on the next page, so do have a read of them.

This handbook includes all the key information you need for life in Sixth Form, including policies, procedures, outlines of the school day and week and some key things for you to be aware of.

A wise man once said that "*you get out what you put in*". We want you to put your all into Bacon's this academic year. Not only in the classroom and in your study periods, but also by getting stuck into super and extra-curricular activities. There is so much for you to get involved in as you grow into this year and lead the College through the upcoming year.

We are so looking forward to working with you to fulfil your potential and reach your goals.

Mr Foley and Mr Wilson

Staff Sixth Form Leadership Team

Mr J Foley Assistant Principal Head of Sixth Form. Teacher of Science. j.foley@baconscollege.co.uk	Mr R Wilson. Deputy Head of Sixth Form. Teacher of Philosophy. r.Wilson@baconscollege.co.uk
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Application Advisor team

Ms A Ahazie Application Advisor Lead teacher of Sociology	Ms C Newton Application Advisor Curriculum Leader of History
Ms N Kwafo Application Advisor Teacher of Economics	Ms S Morson Application Advisor Teacher of Art

Student Sixth Form Leadership Team

Head student Mieke Ashworth	Head Student Danh Chu
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Deputy Head Student Afnan Alam	Deputy Head Student Safire Johnson	Deputy Head Student Tahera Avril
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Nathaniel Elanga	Ruby Astbury	Gracie-Bella Newman	Mariam Fofana
Mustafa Hamid	Youssef Boumnina El Harrak	Samia Mokhbat	Ruby McLaren

Roles and Responsibilities

A Brief Overview

Mr J Foley Head of Sixth Form	<ul style="list-style-type: none">• Sixth Form Vision and Values• Academic Progress• Standards and Expectations (including conduct and dress)• Assemblies and Best in Everyone lessons• Post-18 Pathways and UCAS• Recruitment and Marketing• Curriculum• Teaching and Learning• Achievement and Extensions
Mr R Wilson Deputy Head of Sixth Form	<ul style="list-style-type: none">• Sixth Form Vision and Values• Academic Progress• Assemblies• Standards and Expectations (including conduct and dress)• Extra and Super Curricular Offerings• Curriculum• Teaching and Learning• Achievement and Extensions
Mentors	<ul style="list-style-type: none">• One-to-one support and discussions• Academic guidance• Progress monitoring• Personalised support• Goal setting
Application Advisors	<ul style="list-style-type: none">• Application support, review and improvement• University guidance• Apprenticeship support• Career planning• Post-16 pathways and options
Student Sixth Form Leadership Team	<ul style="list-style-type: none">• The team are the role models for the school, embodying the spirit of Bacon's• Be the voice of the Sixth Form• Model the high expectations of dress, conduct and attitudes• Fundraise and organise Sixth Form events (social and charity)

Sixth Form Start times

	Sixth Form
Monday	8.25 start for Whole College Assembly / other activities if WCA is not running
Tuesday	8.55 registering unless in intervention group
Wednesday	8.55 registering unless in intervention group
Thursday	8.55 registering unless in intervention group
Friday	8.25 start for assembly / activities

Support groups and Structure of the College Day for 6th formers

	Monday	Tuesday	Wednesday	Thursday	Friday
From 8.00	Critical Support group	Critical Support group	Critical Support group	Critical Support group	Critical Support group
From 8.25	Assembly	Focus Improvement Group	Targeted Support group	Focus Improvement Group	Assembly
1,2	Lesson/Study	Lesson/Study	Lesson/Study	Lesson/Study	Lesson/Study
3,4	Lesson/Study	Lesson/Study	Lesson/Study	Lesson/Study	Lesson/Study
5,6	Lesson/Study	Lesson/Study	Focus Improvement Group	Lesson/Study	Targeted Support group
7	Intensive Support Group	Targeted Support group	Targeted Support group	Intensive Support Group	Intensive Support Group
Until 4.30	Critical Support group	Critical Support group	Critical Support group	Critical Support group	Critical Support group

Students will be placed in to focus and intervention groups for a variety of reasons, these are outlined below. Should students be working well, with good attendance and performance they will not be required in school on any of the highlighted sections. The majority of students will have four study periods in school a week with 6 periods per subject they are studying.

Criteria for being in intervention and focus groups

All decisions made on these groups are done so at the discretion of the Head of Sixth Form and Deputy Head of Sixth Form. Their decisions are final.

In general students will be moved in to the groups identified if they meet any of the following criteria. Students in a higher level of support will automatically be included in the lower level of support, e.g. a student in the Intensive Support Group for attendance of 89% would also be placed in to the Focus Improvement Group and The Targeted Support Group.

Things to move students into the Focus Improvement Group:

- Attendance below 95%
- More than 1 homework detention in a week
- More than 1 late in a week
- Post report attitudinal average of more than 2 in independent learning

Straight into the Targeted Support Group

- Coursework non completion - e.g. missing a coursework deadline/quality
- Attendance below 92%
- More than 2 homework detention in a week
- More than 2 late in a week

Straight into the Intensive Support Group

- Coursework non completion for more than 1 week - e.g. missing a coursework deadline/quality and not catching up
- Attendance below 90%
- More than 3 homework detentions in a week or 4 in two weeks
- More than 3 lates in a week or 4 in two weeks
- Post report attitudinal average of more than 2, across any category (not including Independent work)

Critical Support Group - 8am start, 16.30 finish

- More than 2 weeks without coursework being completed - e.g. missing a coursework deadline/quality and not catching up
- Late percentage above 10%
- Post report attitudinal average of more than 2.5, across any category (not including Independent work)

SIXTH FORM EXPECTATIONS



Open Doors

Lesson Expectations

(In line with College policy)



Meet, Seat, Greet

Sixth Form Lesson Routines

Start of lessons

- Students enter immediately on arrival and start the *Do Now*
- Students should arrive with the correct dress code
- Students should arrive promptly
- All equipment should be on the desk and bags under the desk

During lessons

- Students should willingly and actively participate in all lessons
- All students should work at an appropriate pace
- All students should make progress every lesson
- All resources and notes should be recorded either in an exercise book or folder

End of lessons

- Teachers and students should ensure the classroom is left tidy
- Students should leave quietly in small groups (not all at once)

Exercise books/folders

- Students should have all prior work including PPE papers organised and available for all lessons
- Development of the content following the subject specification or scheme of work
- Outline of course content and assessment e.g. appropriate pages form specification
- Evidence of regular self/peer marking in green pen
- Evidence of regular teacher marking including exam style tasks
- Notes should be neatly recorded including the date

All students must follow the Sixth Form behaviour policy.

Study Area Expectations

When you do not have a timetabled lesson, you will have a study period.

This time is to be spent in quiet study, completing either homework, extension tasks, wider reading, revision or UCAS related activities.

During lesson time, the study area is a place of quiet focus.

During break times and lunch times, this area may be used for rest and relaxation.

Reminder: Students are not permitted to use the toilet in lesson times unless they have a toilet pass. Please ensure you use the toilet during break and lunch.

E-mail Expectations

Please ensure that all emails sent are formal and a good reflection of you as a student at Bacon's College.

This includes:

- Addressing the person you are emailing at the beginning (Dear Sir/Madam, Dear *Name*, Dear both, Dear all,)
- Accurate spelling and grammar
- You have signed off appropriately (Many thanks, Thanks, Best wishes, Kind regards, Yours sincerely)
- All emails must be polite and not rude or demanding

Student Organisation

Students must bring their folder/book, and all equipment/resources to EVERY lesson.

Standard student equipment required for all lessons

- Black, blue, red and green pens
- Highlighters
- Ruler
- Pencils
- Rubber
- Sharpener
- Prior work and/or notes

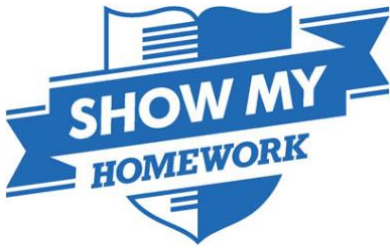


Pride in Presentation

Other student equipment that may be required for some subjects

- Folders
- Dividers
- Exercise books
- Scientific Calculator
- College PE Kit
- Lab equipment
- Other as specified by departments

Any equipment or resources provided by subjects must be kept in good condition and brought to all lessons (or as instructed by departments)



Homework



Meaningful Homework

- All students will complete a minimum of **5 hours** homework **per subject per week**
- All homework should be set on **Show My Homework**
- Homework should either be teacher marked or quality assured
- If homework is **not completed** students will be allocated a **detention** after school and will likely end up in one of the support groups mentioned above
- All Sixth Form detentions will be in the canteen with the whole school detentions

Sixth Form Dress Code

Sixth Form students are the role models of the college therefore we expect **smart casual dress** at all times.

Expectations for smart casual dress

- Students are expected to wear smart casual clothing
- Sixth Form ID must be worn around the neck the whole-time students are in school
- Smart trousers/skirt/chinos - suitable for smart casual dress. Trousers should be full length. Shorts must not be worn. Skirts should not be excessively short.
- Smart top - Must cover shoulders and midriff. Polo shirts or shirts are acceptable. T-shirts are not.
- Plain fine knit jumpers or cardigans may be worn
- Smart casual shoes - suitable for smart casual dress, work orientated and comfortable. No trainers, sliders, converse style shoes, or flip flops
- Coats must not be worn outside of the sixth form area
- The Head of Sixth Form's judgement will be final

The following are NOT allowed:

- No headwear (other than for religious purposes)
- No 'hoodies' of any description
- No offensive slogans or logos on clothing
- No jeans, denim or torn/ripped/scruffy/too tight/low cut trousers
- No combat trousers, cut-offs or shorts (even with tights or leggings)
- No strappy tops or vests
- No exposing bare midriff, cleavage or chest
- No underwear should be visible
- No flip flops, 'sliders', trainers or converse style shoes
- No accessories such as chains or spikes
- No facial piercings are allowed except one nose piercing and earrings
- **No phones, headphones, or ear buds** to be seen anywhere outside of the sixth form area

SIXTH FORM POLICIES & PROCEDURES

Student Absence Procedure

- Students should be in school every day
- Teachers must take registers within the first 5 minutes of a lesson (only required once during a double)
- Medical appointments should be made outside of the school day wherever possible
- Planned absences must be formally requested by completing a *Planned Absence Request Form*. Students should submit their requests to the Sixth Form team. The Head of Sixth Form will give the final authorisation if approved
- Students must give at least 72 hours notice prior to an appointment when possible
- If a student is unavoidably delayed or prevented from attending a lesson, he or she must contact the College by telephone and leave a message with the school office.
- Truancy from a lesson will result in an isolation referral
- If the planned absence is for a University Open Day, students must complete the University Open Day Request Form
- Students are allowed to miss school to visit a **maximum of three University Open Days** each year. This does not include interview days.

Withdrawal from a Subject / Amendment of Course Procedures

- Students must attend all lessons in their timetabled subjects until the formal withdrawal / course amendment process has been completed
- Student must complete the appropriate form which must then be signed and authorised by a parent/carer and relevant CL(s)
- *This process is only complete once the Heads of Sixth Form have authorised the request*
- Once officially authorised, a student's timetable will be updated to reflect this change and will be removed from / added to the relevant register

Sixth Form Behaviour Policy

All students are expected to adhere to the *whole school behaviour policy*. As members of the Sixth Form, students will be expected to be ambassadors of the College and role models to younger students.

Mobile Phones and Headphones

Students are not to have mobile phones or headphones visible or making noise anywhere on the school grounds outside of the common room.

Additionally, mobile phones/headphones will be *confiscated* and handed into a member of the staff Sixth Form leadership team. The mobile phones/headphones will be returned to the student at the end of their detention. If a student is seen or heard in possession of mobile phones/headphones outside of the designated permitted area TWICE in one week, then parents/guardians will be required to collect these items.

Exclusions

There are certain behaviours we regard as 'Red Lines' that will not be tolerated. A student is likely to receive an exclusion from school for:

- Possession of alcohol, cigarettes, drugs, fireworks and/or offensive weapons
- Theft
- Failure to attend RaP Room
- Discriminatory language/behaviour/abuse
- Bullying (physical, verbal, cyber) towards a peer or member of staff

All sanctions are at the discretion of the Head of Sixth Form

LIFE AFTER BACON'S

Post-18 Pathways

Higher education level course

This can be either full-time, part-time or by distance learning, at a university or a college. There are lots of benefits of higher education, here are some examples:

Employment benefits

- The skills you can gain from a higher education course can give you an edge in the job market and help you progress in your career. Employers are often looking for people with graduate level skills - irrespective of the degree subject studied.
- People with higher level skills are less likely to be unemployed, partly because their higher-level skills allow them to do a range of jobs. And with new jobs being developed all the time, a higher level qualification will put you in a stronger position. By 2024, around 54% of people in employment are expected to be qualified to at least Level 4. For more details see this report.
- Many professional jobs require a university degree - architecture, dentistry, physiotherapy and lots more.
- Many professions only employ graduates and many of the opportunities they offer can be open to graduates with any degree subject.
- Even if you have no career in mind you can, through a degree, develop skills employers want such as team working, communication skills, research skills.
- Many universities will give students the opportunity to do work experience, either in this country or abroad, which will add to your CV.
- You will meet new people and build a network of contacts that can really help with your future career.

Financial benefits

- Of course there is debate about the figures, and they can vary widely between surveys, but on average graduates in the workforce earn £10,000 more a year compared to non-graduates.
- Employers pay most for skills and qualifications that are specialised and are particularly important to their business or are in short supply.
- In 2017, graduates and postgraduates had higher employment rates, with a greater proportion in high-skilled employment.
- An Institute for Fiscal Studies (IFS) report shows "Higher education leads to much better earnings than those earned by non-graduates, although students need to realise that their subject choice is important in determining how much of an earnings advantage they will have." [Read more here](#)
- The same report found that women benefit more from a degree than their male counterparts. Median earnings of English women around 10 years after graduation were just over three times those of non-graduates, compared to the median earnings of male graduates, which were around twice those of men without a degree

Personal benefits

- Graduates enjoy better health outcomes by being less likely to smoke, more likely to exercise, and less prone to depression.
- Graduates' children also benefit from the educational success of their parents: graduates tend to have a greater involvement with their child's education.
- Graduates are more influential in the community by being active citizens who are more likely to vote and participate in voluntary activities.
- Graduates show positive attitudes towards diversity and equal opportunities, such as on race and gender equality issues.
- Graduates, with their higher levels of skill, are a source of wider innovation and economic growth

Advanced, Higher or Degree Apprenticeship

If you are doing A Levels or other Level 3 qualifications, like BTECs/OCRs, you might be considering an apprenticeship or higher education (university) when you finish.

An apprenticeship can be a good route if you want to get training for a specific job sector and be earning at the same time. There are all sorts of opportunities for fantastic apprenticeships developing all the time.

However, there are a few things you need to consider:

- Apprenticeship vacancies for the summer after you finish your A Levels/other Level 3 qualifications are advertised throughout the year and the closing dates can vary. Therefore, if you are undecided about whether to choose an apprenticeship or higher-education path it is probably best to apply for higher education as well as look for apprenticeship vacancies. If you get an apprenticeship you can always decline your university offer.
- There are 70+ different job areas now offering Higher Apprenticeships, which are higher-education-level qualifications (Level 4+). Employers are asking for A Levels and other Level 3 qualifications as entry requirements. Search for vacancies online using the Careerpilot course search or register for alerts about vacancies on gov.uk. You can also look at company websites or make speculative applications.
- If you do not have the relevant job-specific experience you might have to complete an Advanced Apprenticeship, even though these are the same level qualifications (Level 3) as A Levels - although you might be able to complete it quicker than a 16-year-old.
- Not all sectors offer Higher Apprenticeship qualifications so make sure you check if they are available in your chosen sector. Look here to find out what apprenticeships are approved but remember, you still need to find a vacancy.
- For some jobs there is no apprenticeship pathway and a university degree is the only way in e.g. vet, doctor, etc.
- Higher and Degree Apprenticeship opportunities are likely to be highly competitive!

Other Options:

- Internships and Work Placements (a job that offers training)
- Doing a vocational course at a Further Education College

Russel Group Universities

What are Russell Group Universities?

The Russell Group is a catch-all term for a group of universities with a shared focus on research and a reputation for academic achievement. These universities are usually found near the top of the league tables. There are currently 24 universities belonging to the Russell Group:

- University of Birmingham
- University of Bristol
- University of Cambridge
- Cardiff University
- Durham University
- University of Edinburgh
- University of Exeter
- University of Glasgow
- Imperial College London
- King's College London
- University of Leeds
- University of Liverpool
- London School of Economics & Political Science
- 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

10 Things to look for When Choosing your University Course

So you've decided on a subject to study at university, but there are so many courses to choose from – how do you pick just five for your UCAS form?

1. Entry requirements

Match the course entry requirements to your predicted grades to ensure you're making realistic choices, based on what you're likely to achieve – plus a back-up option in case you don't quite get the grades you're predicted.

Why it's useful: according to UCAS, 42% of applicants hold an insurance choice with conditions which are harder or equal to the conditions for their first choice. This means that if you miss your grades, you won't have an offer to fall back on.

2. Type of university

Universities are clustered into groups, such as the Russell Group. These groups tell you something about the overarching ambitions of the university, but there are also much more obvious cultural differences between institutions that may sway your decision. Some universities may have a particularly active political scene or reputation for sport, for instance, while others may have a really strong student union offering lots of societies and nightlife options.

Why it's useful: you could be spending three or four years at this university. It's about finding the best fit for you, based on your interests and values.

3. Location

Universities and colleges offering degrees differ hugely – from self-contained campuses where you can study, rest and play to urban settings where you're slap bang in the middle of the hustle and bustle of a city and have to travel in to lectures.

You should also think about your location right now. Do you plan to live at home and commute or have you set your search radius 50, 100 or 200+ miles away? What will the travelling be like and how much will it cost?

Why it's useful: if you're looking for buzzing nightlife and end up on a sleepy self-contained campus (or vice versa), you may not get the experience you're looking for. Go to an open day to get a feel for where you could be located.

4. Student satisfaction scores

All final-year students are asked to rate their course and university experience in the National Student Survey. The findings are often quoted as an overall satisfaction score but you can also find specific ratings such as teaching, feedback from staff and facilities.

Why it's useful: it can give you a glimpse into what students on the ground think about the course.

5. How you'll spend your time

Will you have a very structured timetable with lectures, seminars or practical work – or will you be expected to work independently in the library? What about placement year opportunities? Teaching hours will vary depending on the subject you're applying for. For example there will probably be fewer timetabled hours on a history course than an engineering one, but you'll be expected to study 'self-guided' the rest of the time.

Why it's useful: comparing teaching hours between similar courses at different universities should help you to find the best fit for you.

6. Course content

Don't skim read this! Look through the course information offered by the university and ask yourself if you can happily spend the next few years of your life committed to this course. Similar-sounding courses can actually end up covering very different areas, so reading the course content for each is a good point of comparison.

There will be core subjects that you have to do and optional subjects that you have a choice over – how flexible are these? Can you find lots of modules that sound appealing?

Why it's useful: If you don't like the course content, you will not like the course. If you do not like the course content you face a very high chance of dropping out – do your research!

7. How you'll be assessed

Your degree could be assessed in lots of different ways – coursework, exams, practicals, presentations and group work. When comparing courses, take a look in detail at this to try and find the course that best plays to your academic strengths.

Why it's useful: if your courses up until now have had a specific leaning towards one method of assessment – BTEC Nationals often have a high coursework element to them, for instance - you may face a steep learning curve if you choose a course that heavily leans another way.

8. Graduate prospects

Find out what students are up to after they graduate from studying a subject at a particular university – including the percentage who are now in work or further study, the types of professions they're working in and how much they're earning. Some comparisons even show average salary information over a longer period (one, three and five years after graduating).

Why it's useful: some fields require you to get some experience under your belt before you see a bump up in salary (so don't be put off if the initial graduate salary for a subject is low). A good example is performing arts, where spots are competitive and you need to work your way up before you see a difference in your pay.

9. Professional accreditation

For certain subjects, such as acting or psychology, choosing a course that's been accredited by a relevant body will ensure you're 'work-ready' or able to progress straight into the appropriate postgraduate course – this will give you a headstart when it comes to getting into a specific profession.

Why it's useful: you don't want to end up on a course which could make it more difficult to achieve your career goals, after three or more years.

10. Competition

When you're looking at courses compare how many applicants received an offer for the course last year. A lower number can indicate that it's a competitive course to get on to. Your application will be judged on its individual merit, of course – so even a high percentage of offers per applicant doesn't guarantee that you'll get one, and vice versa.

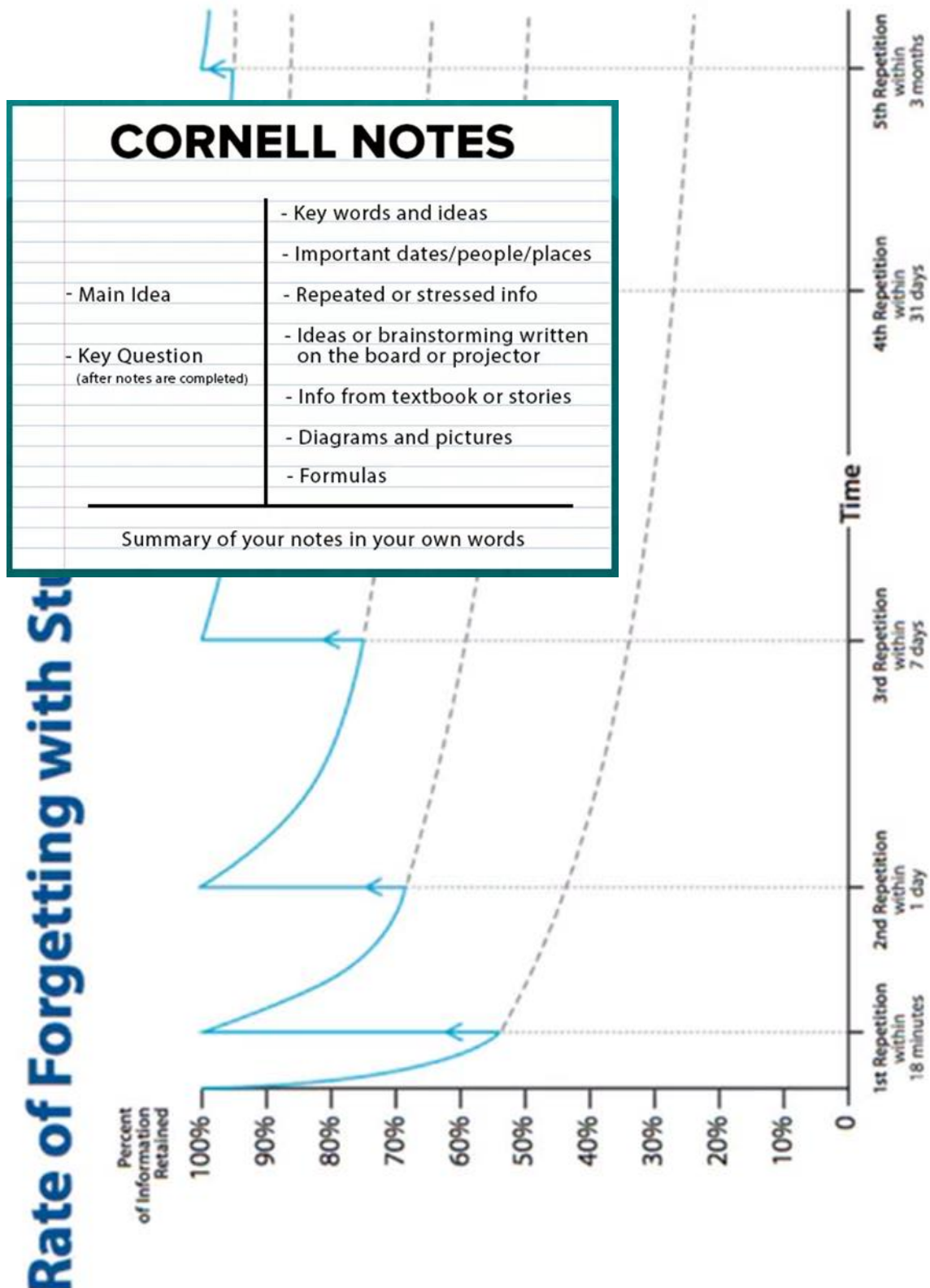
Why it's useful: it's a useful measure to look at for each of your five UCAS course choices – if all of your courses have a significantly low number of applicants receiving offers, you may want to balance out your options with at least one course choice offering higher chances.

SIXTH FORM SURVIVAL

Study Tools & Techniques

Why Study?

- We can hold 5-7 items at one time in our Short Term Memory
- Long Term Memory is where information is stored and can be retrieved as required
- The more items stored in our Long Term Memory, the more space is created in our Short Term Memory for new information
- Therefore, constant revision and recap outside of the classroom is vital for exam preparation



Revision Strategies – Examples

- Flash Cards and Post Its for key words, definitions, fact etc
- Highlighting and Annotating Text Books or Revision Guides
- Question-Answer Cards
- Posters
- Pre-seen PPEs or Mocks
- Timed Exam Papers
- Cornell Note Taking Method
- Knowledge Organiser

Exam Technique

- Do **not assume** that you are being asked a particular question that you have studied in class
- **Dissect** the question carefully by underlining or circling key concepts
- **Highlight** the key words
- **Re-read** the question
- **Prepare for** and find out about common errors that students make in exams

Ten exam mistakes that lose us easy marks

1. Not reading the question properly
2. Writing the essay you want to write, not the one you've been set
3. Not writing an essay plan
4. Leaving the easiest questions until last
5. Running out of time
6. Trying to write a full essay when you are running out of time
7. Leaving any questions blank
8. Leaving the exam room early (e.g. not using the full allocated time available)
9. Poor spelling and grammar
10. Not enough sleep

Top Tips for the Exam Period

- Ask for help especially when in doubt
- Exam Day "Cheat Sheet"
- Drink plenty of water
- Change location/venue of revision from time to time
- Exercise and get fresh air/take short breaks
- Teach each other
- Eat healthily to feed your brain
- Stick to school routines – be awake during the normal exam times