



# Guernsey Grammar School & Sixth Form Centre

[www.grammar.sch.gg](http://www.grammar.sch.gg)

## Information for Students and Parents



2015 - 2016

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## CORE VALUES, AIMS AND OBJECTIVES

***The Core Values of the Guernsey Grammar School and Sixth Form Centre are to:***

- Pursue academic excellence
- Celebrate achievement and participation
- Guide and nurture individual development
- Appreciate cultural diversity
- Promote human rights and responsibilities
- Cherish the community and the environment
- Promote spiritual, moral and ethical values
- Promote loyalty, pride, spirit, belonging and caring

### **SCHOOL AIMS**

#### **Academic Progress**

Guernsey Grammar School and Sixth Form Centre is committed to providing an excellent education for all students enabling them to enjoy and achieve high levels of learning. We address the diverse needs and aspirations of our students, offering an excellent foundation in all aspects of learning, to challenge and prepare them for a successful future.

#### **Personal Development**

Guernsey Grammar School and Sixth Form Centre recognises and nurtures each student as a unique person. We are dedicated to developing in our students the qualities and skills necessary to become safe, healthy, confident, self-motivated and independent individuals prepared for the responsibilities of adult life and their own economic well-being.

#### **Tolerance and Awareness**

Guernsey Grammar School and Sixth Form Centre actively promotes respect and tolerance as well as environmental and social awareness. We encourage our students to make a positive contribution and become committed and valued members of our school and, by supporting internationalism and inter-culturalism, responsible citizens of the world.

#### **Embedding Technologies**

Guernsey Grammar School & Sixth Form Centre recognises that digital literacy is essential in preparing all our students to participate in the rapidly changing world in which we learn, work and play. Through embedding technologies we wish to personalise students learning, increase engagement and expand their tools to enable independent and life-long learning. We aim to develop a learning community where all our members are empowered by technology and are able to make informed judgments about when and where to use it to best effect.

***The school will measure its effectiveness by: student, teacher, parent and Education Department feedback, the validation process, external examination results and other performance indicator data, internal monitoring and evaluation procedures and the continuing professional development programme***

#### **FOR SCHOOL AIM 1: Academic Progress**

***We will ensure the quality of our education by:***

- providing a curriculum, based upon, and where appropriate enhancing the Guernsey Curriculum
- systematically reviewing the curriculum to meet the needs of our students in the ever changing world
- maintaining an excellent learning environment with the best teaching resources available to us

- addressing the individual needs of all students including the gifted and talented
- maintaining class sizes which maximise opportunities for individual learning and a favourable teacher/student ratio
- providing a broad range of extra-curricular opportunities
- recruiting and retaining well qualified, experienced and effective staff
- assessing students' attainment and progress throughout their school career
- providing regular feedback on progress to students and parents
- regularly reviewing school performance through monitoring and evaluation
- providing quality professional development for staff
- being open to new thinking and ideas
- using technology to enhance the learning experience
- recognising that different teaching methodologies are essential for effective learning to take place

***so that our students are equipped to succeed in other education systems, enter higher education and the world of work***

### **FOR SCHOOL AIM 2: Personal Development**

We will ensure the development of each individual student by:

- ensuring a secure and caring environment where all students experience success
- encouraging and developing leadership skills, and the ability to cooperate as part of a team
- encouraging resilience and an ability to engage with change
- fostering secure values, beliefs and morals by developing self-esteem, self-confidence and self-respect
- responding to individual circumstances
- recognising and rewarding participation and achievement
- providing a learning environment that ensures independent study and group work are meaningful and rewarding
- offering enjoyable and exciting approaches and opportunities to stimulate enthusiasm and motivation for learning
- encouraging students to apply their learning to new situations
- fostering a sense of physical, mental, emotional and spiritual well-being
- promoting the importance of healthy lifestyles and informed decision making

***so that students become confident, self-motivated and independent lifelong learners***

### **FOR SCHOOL AIM 3: Tolerance and Awareness**

***We will ensure that our students have an appreciation of the important role they play as members of the school and of the local and international community by:***

- maximising opportunities for students to participate in school activities
- encouraging students to take pride in themselves and in their school
- promoting an ethos of mutual respect and support in the school community
- developing appropriate role models for our school community
- promoting social awareness through actively encouraging all students to initiate and support charity work
- teaching students to respect and care for the environment
- enriching our curriculum with a wide variety of opportunities and a range of intercultural experiences
- observing the spirit of the United Nations Declaration on Human Rights
- developing knowledge and understanding of the world, the Bailiwick's place in it and appreciate local heritage and community

***so that they develop as respectful, tolerant and self-aware individuals who will become responsible citizens of the world***

#### **FOR SCHOOL AIM 4: EMBEDDING TECHNOLOGIES**

***We will enable and encourage our students to utilise technologies by:***

- Providing a safe environment in school through which students can develop the range of skills, behaviour and understanding needed to use technology in a secure and appropriate manner.
- Developing an infrastructure which enables students to access appropriate and high quality e-learning materials and devices.
- Creating a flexible learning environment through utilising the school Virtual Learning Environment (VLE) to broaden and maximise access to learning within and beyond school, developing a personalised, independent learning experience.
- Offering a wide range of high quality experiences of digital skills and application across the curriculum.
- Promoting social interaction and collaborative working both within school and the wider global community.
- Enabling secure and reliable communication between school, parents and students.
- Frequently reviewing, evaluating and updating our use and provision of technology within the school curriculum.
- Providing opportunities to explore the potential of emerging technologies, new initiatives and pedagogical practices to further enhance teaching and learning.

***So that students develop skills for a dynamic, ever changing future and are independent, life-long learners.***

## HOURS OF ATTENDANCE

Morning Registration 08.30  
School ends 15.30

<b>Period</b>	<b>Time</b>
Registration	8.30 – 8.35
Assembly/Tutor Time	8.35 – 8.50
Period 1	8.50 – 9.40
Period 2	9.40 – 10.30
<b>Break</b>	10.30 – 10.55
Period 3	10.55 – 11.45
Period 4	11.45 – 12.35
<b>Lunch</b>	12.35 – 13.50
Period 5	13.50 – 14.40
Period 6	14.40 – 15.30

**Note:** Please see page 24 for details of the Attendance and Punctuality Policy.

# MANAGEMENT STRUCTURE

## SENIOR LEADERSHIP TEAM

Headteacher	Mrs L Coffey
Deputy Headteacher (Curriculum)	Mr M Haimes
Deputy Headteacher (Director of Sixth Form)	Mr K James
Assistant Headteacher; Teaching and Learning	Mr M Elward
Assistant Headteacher; Data and Assessment	Ms T Garn
Assistant Headteacher, Student Inclusion Progress and Welfare	Miss N Harper
Business Manager	Mr J Falla



**Mr K James**  
**Director of Sixth Form Studies**

## SIXTH FORM MANAGEMENT

Sixth Form Manager & Head of Year 12	To be Confirmed
Sixth Form Manager & Head of Year 13	Miss C Hales
International Baccalaureate Coordinator	Mrs N Papworth
Extended Project Coordinator	Mrs C Senn/Mrs S Good
Careers and Guidance Manager	Mr D Belford
Additional Needs Co-ordinator	Miss R Kellow
Examinations Officer	Mr S Nicholson
Personal Enrichment Programme Coordinator	Mrs C Frith



**Miss C Hales**



**Mrs N Papworth**



**Mr D Belford**



**Miss R Kellow**



**Mrs C Frith**



**Mrs S Good**



**Mrs C Senn**

## HEAD PREFECT TEAM

Head Boy	Cameron Hantonne
Head Girl	Krista Osborne
Deputy Head Boy	Clement Le Pelley, Brandon Ashplant
Deputy Head Girl	Megan Davies, Jenna Tostevin



## SUPPORT WITHIN THE SIXTH FORM

It is our aim to provide an environment in which all students can fulfil their academic potential and develop socially and emotionally. To enable this we have a comprehensive support programme.

### **Tutors**

The year group is divided into tutor groups which meet daily for registration and twice weekly for tutor group sessions.

The tutor has the main responsibility for all aspects of the welfare of students. If students are having problems inside or outside school the tutor is the first person to talk to. Tutors may not always be able to solve a problem but they can listen and they will know where to direct the student to receive further help.

Whenever possible, tutors will be involved with their group in the Personal Development Programme. Tutors meet on a regular basis to discuss all aspects of Sixth Form life.

As part of the programme of monitoring and guidance of students, there are regular opportunities for contact between the tutors and parents via reports and parents' evenings. Parents are, of course, welcome to contact the tutor, at school, if they wish to discuss a particular issue.

**Note:** It is important to understand that the Sixth Form is an integral part of the Guernsey Grammar School and Sixth Form Centre and does not form a separate unit. The close nature of this integration inevitably means that Sixth Form students must accept that their appearance and behaviour should meet with the general requirements that apply to the whole of the school.

**Director of Sixth Form Studies (Mr Kieran James) [kjames@grammar.sch.gg](mailto:kjames@grammar.sch.gg)**

The Director of Sixth Form has overall responsibility for the Sixth Form. He is responsible for admissions to the Sixth Form and for the academic progress and well-being of all Sixth Form students.

**Sixth Form Managers (Year 12 –TBC, Year 13 - Miss C Hales) [chales@grammar.sch.gg](mailto:chales@grammar.sch.gg)**

The Sixth Form Managers are responsible for a specific year group. This year Miss Hales will be responsible for Year 13. The Year 12 Sixth Form Manager is yet to be confirmed.

**International Baccalaureate Co-ordinator (Mrs N Papworth) [npapworth@grammar.sch.gg](mailto:npapworth@grammar.sch.gg)**

The International Baccalaureate Co-ordinator is responsible for the IB Diploma Programme and those students studying it in both Years 12 and 13.

**Careers and Guidance Manager (Mr D Belford) [dbelford@grammar.sch.gg](mailto:dbelford@grammar.sch.gg)**

The Careers and Guidance Manager co-ordinates all aspects of Careers, Employment and Higher Education applications, including UCAS applications, Management Shadowing and Work Experience.



**Examinations Officer – Mr S Nicholson** [snicholson@grammar.sch.gg](mailto:snicholson@grammar.sch.gg)

The Examinations Officer co-ordinates all external examinations. His office is between rooms 44 and 45.

**Additional Needs Co-ordinator (Miss R Kellow)** [rkellow@grammar.sch.gg](mailto:rkellow@grammar.sch.gg)

If students have specific learning needs, additional learning support may be available. This could include extra help, examination concession and use of a laptop computer. Contact can be made with Miss Kellow for further information. Her office is in the main building along the library corridor opposite the technician's office.

**Personal Enrichment Programme Coordinator (Mrs C Frith)** [cfrith@grammar.sch.gg](mailto:cfrith@grammar.sch.gg)

The Personal Enrichment Programme Coordinator coordinates a compulsory programme of wide ranging courses that students will opt for throughout their 2 years in the Sixth Form.

**Extended Project Coordinator (Mrs C Senn – Sept to Dec and Mrs S Good Jan – July upon return from maternity leave)** [csenn@grammar.sch.gg](mailto:csenn@grammar.sch.gg) and [sgood@grammar.sch.gg](mailto:sgood@grammar.sch.gg)

The Extended Project Coordinator leads students through the EPQ, a qualification that enables students to develop an area of interest in a mini dissertation over one year, usually taken in Year 13.

#### **Note**

The information above should help students to decide who to see if they have a particular problem but it is important to remember that staff associated with the Sixth Form work as a team. If a student is in doubt about who can help, please ask any of us. If we cannot help directly we can certainly inform students of who can. In the absence of any member of the team all staff are available to assist and support students.

#### **The Sixth Form's Commitment to Parents**

You can expect the Sixth Form to provide:

- This information booklet explaining how the Sixth Form functions;
- A personal link with the Sixth Form via your son/daughter's tutor, Head of Year and Director of Sixth Form Studies;
- An opportunity to meet the Senior Leadership Team at the Information Evening for parents of new students early in the autumn term;
- Parents' and Students' Consultation Evening with the opportunity to discuss your son/daughter's progress with subject teachers;
- A prompt response to any query or concern;
- Contact from the Sixth Form should we become concerned about your son/daughter's progress;
- An appointment with the Head of Year, IB Coordinator or Director of Sixth Form Studies if either you or we need to discuss an aspect of your son/daughter's progress;

## **Your Contribution to Your Son/Daughter's Life at the Sixth Form**

We ask parents to:

- Be aware of information conveyed through the Sixth Form Information Booklet, regular newsletters and other documents;
- Encourage your son/daughter to understand and meet the obligations outlined in the Information Booklet.
- Inform us if you become concerned about any aspect of your son/daughter's progress;
- Discuss reviews and progress with your son/daughter;
- Inform us of any changes in personal circumstances, for example, change of address, telephone number or domestic situation;
- Telephone the Sixth Form when your son/daughter is too unwell to attend;
- Avoid taking holidays in term time or to request leave of absence in writing from the Director of Sixth Form Studies as far in advance as possible if such arrangements are absolutely unavoidable and using the request form on our website.
- Support your son or daughter in the school work he/she does outside lessons – this should be at least 12-16 hours per week;
- Provide, as far as possible, a suitable environment for studying at home.

### **Study Skills – How You Can Help**

We realise that you already have years of experience supporting your son or daughter through school. However, we recognise that it is often difficult as a parent to help 16-18 year olds without being made to feel you are interfering. This said, there are certain things which you can do to help your son/daughter with his/her studies at the Sixth Form Centre.

- Talk to him/her about progress and Sixth Form life;
- Help him/her to find a quiet place to work at home where he/she will not be frequently disturbed;
- Be sensitive to periods of examinations or surrounding coursework deadlines when stress levels can rise and tensions mount – be as sympathetic as possible;
- Discourage excessive part time work and talk about how your son/daughter plans to study outside the Sixth Form;

Your support in this way would complement the Sixth Form's programme of study skills which includes learning styles, time management, note taking and revision strategies.

### **External Support for Students**

#### **Health Advisor - Drop in Clinic**

The School Nurse has a confidential drop-in clinic for Sixth Form students who wish to seek support for health and emotional issues. She is available every Thursday 12.35 – 1.50pm in

Meeting Room 3 (upstairs in Sixth Form Centre). She will see students on their own without a teacher present. Individual appointments can also be made at other times.

## **Relate 2U**

Relate is an organisation that is well known for helping adults with relationship difficulties and has recently begun a new service (Relate 2U) especially for young people who are experiencing difficulties with relationships.

In setting up this service, Relate has acknowledged that many parents would wish their children to have access to the type of professional support which, until now, has only been available to adults and we are fortunate to be able to work with Relate to offer easy access to any of our students who could benefit from professional and confidential support.

All Relate Counsellors are professionally trained with counselling skills and specifically trained in young people's counselling to enable this service to be offered within school.

"Relate 2U" will be available to young people who are over 16 years old and who are attending the Sixth Form Centre. Any student wishing to see the Relate 2U Counsellor should speak to his/her Head of Year or to Mr James. Referrals can be suggested by parents, school staff and students although we would always want to encourage students to take responsibility for referring themselves. A confidential self-referral form is available on the school Google Drive. The student would always have to be in agreement that they wanted to see the Relate 2U counsellor. Young people have the right to refuse or discontinue counselling at any time.

Further information can be obtained from the Sixth Form Centre.

## **Quitline Smoking Cessation Programme**

As part of Sixth Form activities encouraging students to lead a healthy lifestyle, we are pleased to advise that Quitline, in conjunction with the School Nursing Service and Community Paediatrician, will be offering a programme in school to help young people stop smoking. The sessions will be confidential and parents will not be informed if their child attends however, every encouragement will be given to the students to inform their parents.

The programme will include regular measuring of carbon monoxide levels and, following careful assessment, nicotine replacement therapy may be recommended and provided for students age 16 years or older. Under 16s would need to give consent for their parents to be informed if a course of N.R.T. was recommended for them. If students have any questions about the programme they wish to discuss, please ring Quitline on 233170. Fiona Kirk is the Quitline Smoking Cessation Specialist for Young People and will be available to offer specialist advice and support in students' quit attempt and free Nicotine Replacement Therapy, where appropriate. We hope we have students' support to help all young people lead a healthy lifestyle by supporting them in giving up smoking.

## **18+ CitizenCard**

The CitizenCard is an accredited Proof of Age card and is a reliable means of verifying a young person's age. Such PASS Cards help young people to access goods and services to which they are legally entitled. It also helps to reduce the number of under-age sales of age-restricted products in an attempt to safeguard the health and well-being of young people as well as to minimise the occurrences of anti-social behaviour involving young people under the influence of alcohol.

The CitizenCard is offered **free of charge** to every Guernsey student in Years 13 and upward. Cards will be released to students on their 18<sup>th</sup> birthday.

No CitizenCard is offered, or photograph taken, without parental consent.

# PROGRAMME OF STUDY

## **CORE CURRICULUM**

### **AS and A Levels**

Programmes of study are agreed to meet individual student need. The majority of A Level students will study four subjects during their first year, reducing to three subjects in the second year. Every student is expected to have at least three subjects as part of their programme of study and in Year 13 at least two must be at A2 level.

### **Changes after the issue of AS level timetables**

It is sometimes possible to change a programme of study after the issue of timetables, but where courses are oversubscribed changes may be difficult to accomplish. In addition it can often be difficult for students to settle when they join a class late, as specialist induction sessions are missed. External examinations for AS levels will be taken in May/June 2016. It should be remembered that significant changes can be made to the programme of study at the end of the first year. A2 courses will commence in June 2016. Students will be required to attend lessons during this time if they wish to have the option of moving into the second year of the course.

### **International Baccalaureate Diploma Programme**

This is a course that suits students who wish to follow a broader curriculum. The Diploma Programme is not just an academic programme of study, it encourages the development of the whole student: physically, intellectually, emotionally and ethically. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

To meet these aims, the curriculum contains six subject groups together with a core made up of three parts. Students study six courses, one from each subject group. Three are taken at Higher Level so studied in greater depth, and the remaining three are studied at Standard Level.

All three parts of the core are compulsory, and are central to the philosophy of the IB. They broaden the educational experience, and serve to distinguish this course from any other at this level.

## **WIDER CURRICULUM**

The Wider Curriculum Programme aims to facilitate a broader curriculum than that defined by the academic subjects studied and comprises our Personal Development (PD) Programme, Personal Enrichment Programme (PEP), Creativity, Action and Service (CAS) and Tutorial Sessions. It includes Citizenship, Personal Social and Health Education as well as Careers and Work Related Learning. The objectives of the Wider Curriculum Programme are:

- to develop an awareness of the economic and political environment both locally and in the wider sense
- to provide Careers guidance;
- to provide opportunities for personal development including aspects of:
  - health education;
  - study skills;
  - personal skills;
  - problem solving;
  - philosophy;
  - working in teams.
- to develop a variety of communication skills;

- to develop an awareness of the impact of science and technology;
- to develop a creative, aesthetic and spiritual awareness;
- to provide opportunities for community service;
- to develop an appreciation of the importance of physical activity in the maintenance of a healthy lifestyle and offer opportunities to develop enjoyable leisure activities.

## **Personal Development**

These sessions are the same for all students and cover a wide variety of topics. Lessons in Years 12 & 13 cover aspects of Personal, Social and Health Education, Careers and Work Related Learning and Citizenship. Student reviews take place during these sessions and as far as possible tutors will be working with their groups in the activities that take place. There will also be outside speakers from within the island and from the U.K. During Year 13 the emphasis is on application for employment and/or further study in higher education.

## **Personal Enrichment Programme (PEP) – A level Programme of Study**

Students select their own combination of short courses from a wide variety of options. These courses should be targeted to develop skills or enrich their portfolio in preparation for later life. Year 12 students will be expected to select two options during the autumn and spring terms, one of which should be a physical activity. The facilities of the school make it possible to offer a wide range of activities. Major team games such as football, cricket, rugby, netball and hockey are offered and Sixth Form students usually play an important part in school first teams in these sports. **Please Note:** *Many of the PEP courses are free of charge but some require consumable resources or are provided by outside agencies and hence incur a cost. We have tried to cap the students' contributions and, if necessary, subsidize the courses to ensure these valuable opportunities remain available.*

## **Creativity, Action and Service (CAS) – IB Diploma Programme**

Students will create their own portfolio of activities that will take place during the first 18 months of their IB Diploma programme. To fulfil the CAS criteria students will be able to opt into some school-based courses but will need to organise independently their own external activities which will be approved by the school's CAS Co-ordinator. Courses will vary in duration however one longer-term project must be completed which incorporates more than one of the Creativity, Action & Service strands.

## **All Students**

All students will follow either the PEP or CAS programme. A PEP & CAS booklet will be available at the beginning of the Autumn Term; courses that meet the CAS criteria will be clearly indicated.

Throughout the Sixth Form, all students will be encouraged to take increasing responsibility for their own personal development, identifying strengths and learning new skills. This programme of options will help them to gather experiences which will contribute to their development as individuals and assist them when applying for employment or higher education. There may be an additional cost to some courses.

Some activities may take place off site and/or carry an additional cost.

## **Induction Programme**

When students first join the Sixth Form they will follow a short induction programme which includes a full day of team building activities at Rue Maingy on Monday 7<sup>th</sup> September. The day aims to help students:

- to get to know one another;
- to identify what is expected of them;
- to prioritise their expectations of the Sixth Form;
- to recognise themselves as independent learners and to develop appropriate learning strategies;
- to provide a wide range of challenges and opportunities as they embark on new courses;
- to promote teamwork and confidence in a variety of different roles;
- to manage their time effectively.

## CAREERS ADVICE AND GUIDANCE

A full Careers Programme of advice and guidance is provided for all Sixth Form students in the Personal Development Programme and students are supported from their first enquiries about future possibilities until the arrival of the A level/IB Diploma Programme results and the final application window.

To assist in students' career planning towards Higher Education and/or Employment all members of the Sixth Form are interviewed by the Careers and Guidance Manager and Head of Year. Their progress is continually monitored and, as required, students are offered additional support from the Careers Service.

The Careers Resource Area is based within the Sixth Form Centre and is available to Sixth Form students throughout the day, with Careers staff available most lunch times to give help and guidance when needed. There is a vast range of up to date information on career choices which is easily accessible.

Students are most welcome to ask for career advice, either in the form of a future careers guidance interview or an informal discussion, by approaching Mr Belford, the Careers and Guidance Manager.

### **Management Shadowing**

During their time in Year 12 students may apply for the opportunity to participate in the Institute of Directors' Management Shadowing Programme. Management Shadowing allows a student to 'shadow' a senior executive for a period of time, to learn about the role of the executive and to observe the skills used within management

### **Work Experience**

All students have the opportunity to participate in Work Experience, mainly during Project Week in July but also at other times by negotiation, which gives the student first-hand knowledge of the world of work and the responsibilities involved in a particular occupation. This provides an invaluable chance for students to test out their career choice, or to investigate other career possibilities.

**Note** Both Management Shadowing and Work Experience are offered during the February Half Term, Easter holiday or during Project Week. Students must ensure that they do not have other commitments, e.g. revision for 'mock' or external examinations or holidays when they undertake to participate in these experiences.

Those students looking to do work experience in a school are allowed to use the week before Project Week to experience a normal teaching programme.

### **Careers Show**

An annual Careers Show is organised by the Careers Service which brings together large numbers of the island's employers to allow students and their parents to meet and review some of the careers opportunities available.

### **Higher Education Convention**

The Higher Education Convention takes place in the school hall in March or April. The Careers Resource area holds copies of all prospectuses for universities.

### **Careers Service**

In providing careers guidance, the school works in partnership with the Careers Service. All members of the Sixth Form will have the opportunity to see a Careers Officer on an individual basis.



## E-LEARNING

There are two ICT Technicians, Mr Paul Renyard and Mrs Christine Martel who are both also available to support students and are based in the main building along the library corridor opposite the Additional Needs support room.

e-mail [prenyard@grammar.sch.gg](mailto:prenyard@grammar.sch.gg)

e mail [cmartel@grammar.sch.gg](mailto:cmartel@grammar.sch.gg)



All details about facilities, support, help etc are available on the school Google Drive.

A year group Google folder is set up for students when they arrive. The Sixth Form Team will also send emails to students, post useful websites, make available useful information and ask for students' views. **To keep up to date with communication, students should check their email daily.**

### Information Communication Technology

The school has a wealth of ICT facilities, including many areas for independent study. The school has an open door policy and if the independent study areas are full but a workstation is available in an ICT teaching suite, please get permission from a member of staff to use it.

Other peripheral equipment is available for student use by asking one of the technicians.

In addition, Sixth Form students are encouraged to bring their own devices and access the internet and Google Drive.

Students are expected to adhere to the acceptable use policy and if there are any errors or problems please report them to one of the technicians. If students are uncertain or need help with applications please the technicians.

All ICT details, including rooms, hardware and software are available in the ICT Student Booklet or just ask ICT team member.

### Use of Electronic Devices

The use of students' own electronic devices for studying is **strongly encouraged** in the Sixth Form. These might include smart phones, tablets or laptops.

We operate a free, filtered 'Bring Your Own Device' (BYOD) wifi network around the school and, at teachers' discretion, students' devices may be used in certain lessons and Personal Development sessions. We request that if students are able to bring in their own devices, they pre-install the following free software to use in the Sixth Form:

- Gmail app
- Google Drive app
- My Homework Planner app.

***Responsibility for the security and protection of these devices lies with the student and the school can accept no liability for loss or damage to students' devices.***

### **Use of the Information Communication Technology Facilities**

The school has a network of over 440 computers available for student use. Every student has access to the Internet and a certain amount of hard disc space available for storing their work. The network has an Internet filter system. Each student will be given an e-mail address. The e-mail system is also filtered and the unsuitable mail goes to the administrator to deal with. It is each student's responsibility to ensure they use these facilities safely, sensibly and for the enhancement of their learning. In order to help them do this the school has an Acceptable Use Policy, which will be discussed with the student by their tutor.

Students will be asked to sign a copy of their Policy with the understanding that abuse of ICT or equipment may result in restriction or the removal of all access.

We ask that you monitor the use of technology at home and ensure that students adopt acceptable ways of working.

### **Important Information for Logging onto the School ICT System**

**To log on to the school system you will require a:**

*Username* name and password e.g *07smitha01* and *ponDlif301*

**To log on to the google drive you will require:**

[username@web.grammar.sch.gg](mailto:username@web.grammar.sch.gg) and password

**To log on to the Itslearning virtual learning environment you will require:**

[www.itslearning.com](http://www.itslearning.com) and then

*Username.gr* and password

**Your School email** will be accessed through Itslearning and will be

[username@stu.grammar.sch.gg](mailto:username@stu.grammar.sch.gg)

or through Google Mail

[username@web.grammar.sch.gg](mailto:username@web.grammar.sch.gg)



## **Printing at the Grammar School and Sixth Form Centre**

At the Grammar School and Sixth Form Centre we are committed to the responsible use of resources and advocate the “think before you print” ethos.

All students will be allocated a Mifare printing smartcard within the first week of the Term.

Students will need to swipe the card each time they print and so must keep the card safe. We recommend that students write their name on the card in permanent pen.

At present there are no plans to charge students for their printing however, students will incur a £1 charge to replace a Mifare card if lost.

## **Mobile phones**

Students who bring mobile phones to school do so at their own risk and are responsible for their safe keeping.

It is strongly recommended that they are included in parents’ personal possessions insurance policy. Personal items are not insured by the School or Education Department.

Parents and students should be aware of the health risks associated with the use of mobile phones and of the advice of the UK Chief Medical Officers that children and young people, who are more vulnerable to these health risks, should be encouraged to:

- Use mobile phones for essential purposes only
- Keep all calls short

Students should be aware that talking on a mobile phone can be an intrusion into the peace and privacy of other people. For that reason they should only be used at times and in places which show consideration for others. Visual images must not be captured without the express permission of the subject and must not be disseminated without their knowledge and consent.

## SIXTH FORM CENTRE FACILITIES

### **The Refectory**

This is a multi-purpose area. During lesson times it serves as a **quiet study area** and **must not be used for socialising**. Hot food and snacks are served during breaks and lunchtimes. Vending machines can be used at any time for drinks. Students should be aware that food may also be purchased in the Cafeteria but that food should be eaten where it has been bought.

This area is also used as a communal study area during private study sessions for independent and group work.

It is expected that students respect this area and be considerate towards others ensuring that all areas are left clean and tidy.

### **Careers and Work Related Learning Area**

Students will find all relevant information to universities and employment in the careers and work related learning area.

They will also carry out supervised quiet study in this area.

### **Silent Study Area**

Students can use this area for supervised silent study.

## **OTHER AREAS IN SCHOOL**

### **Library and Resources Centre**

The Library and Resources Centre is at the hub of the school. It provides the whole school with a variety of resources. Apart from textbooks and leisure reading there are magazines, newspapers, journals and DVDs. There are also a number of Chrome Books with Internet access.

The library has a photocopier, printer and a laminator, as well as book binding facilities.

It is a warm and welcoming centre with friendly staff, including Library Prefects. It is available for use by the Sixth Form throughout the day. Students can also use it out of school hours with permission from the Librarian, Mrs Quick.

## ASSESSMENT AND REPORTING

Year 12 students are entering the final phase of school based education. After spending a relatively short period in the Sixth Form they will be faced with the decision of whether to enter employment or go on to further education. The process of applying for Higher Education is completed during the first half of the Autumn Term in year 13. In order to be able to make informed decisions about their future students will need, by the end of Year 12, to have a fairly clear picture of their ambitions and abilities. In order to help students make these important decisions we devote considerable resources to assist them in exploring their ideas for careers and courses in Higher Education. We are equally concerned that, throughout their time in the Sixth Form, students have a clear idea of their progress and the likely outcomes of their studies, so that they may take whatever action is required at a sufficiently early stage for it to have a positive effect on their results.

In order to inform and involve students in the monitoring of their progress we undertake regular reviews with students. Formal review reports are written by teaching staff at the times shown below, and there are further informal reviews.

During the Year 12 the reviews take place as follows:

Term 1	October	Internal Review (confirm programmes of study)
	November	Progress Review (copy sent home)
Term 2	March	Progress Review (copy sent home)
Term 3	July	End of Year Review (copy sent home)

### The Student Review

This is a three stage process and central to this is our philosophy that the students must take charge of their own learning.

1. The first stage is the students' own review and will include a self review of their progress to date (including motivation, the time spent studying, areas of success and the areas requiring help) and an estimation of their current subject grades and the setting of targets for their next review.
2. The second stage is the review by their subject teachers who will estimate a grade that anticipates the final grade. This grade will be estimated in the light of all the work, tests and examination results that are available at the time of the review.
3. After both these stages are completed the final stage is the review by the student and their tutor jointly. Parents will be informed of the outcome of these reviews in the form of a progress report.

In order that the monitoring and setting of targets is realistic, for an individual student, it is important that these are made relative to the ability of the student. This is achieved by considering the attainment of the student at GCSE in all subjects and by their performance in a baseline assessment during the induction period. Grades achieved at GCSE are converted into an average points score and, using ALIS, a national value added system, target grades for each A level, AS level or IB subject are estimated. This is helpful in indicating at what level it might be reasonable to expect a student to perform and to give a framework for discussion of individual achievement.

The first review takes place after the first four weeks of the year. The main purpose of this review is to check that students are settled and happy with their programme of study and that their teachers feel they have made an appropriate start to their studies. If a student feels they have made a mistake in their subject choice or feels that they are not enjoying/coping academically with the subject it is usually possible to arrange a transfer into an alternative subject. At this point most moves are initiated by the student and we would hope that parents

are involved in the discussions which will take place. Such a move would involve discussions with the subject teacher, tutor, Sixth Form Manager and Director of Sixth Form.

#### **PLEASE NOTE:**

**Following the first review we would expect students to be settled in their programme of study and to complete the qualification.**

**A student will only be required to leave a subject if problems have been identified and the procedures followed, as outlined below.**

#### **Continuous Monitoring**

All students are monitored carefully by both subject teachers and tutors. We follow a staged system involving the teacher, Head of Department, tutor, Sixth Form Manager and Director of Sixth Form. When a concern is raised this may be by the subject teacher in the first instance. If the concern cannot be resolved then the issue is raised formally with the Head of Department who will meet with the student to discuss the situation and agree targets in the form of a contract. If there is no improvement this will be followed by similar meetings with the Sixth Form Manager and the Director of Sixth Form. We would aim to involve parents as much as possible by telephone, letter and/or meetings. (A full copy of the procedure is available).

**Note:** In exceptional circumstances the Director of Sixth Form may recommend to the Headteacher that these procedures be disapplied.

The Director of Sixth Form may also recommend to the Headteacher that a student be permitted to remain at school to study two AS subjects only until the summer examinations.

#### **Student Support**

Student support sessions are available for students who are experiencing difficulties with their work. In some instances students may be required to attend by the Director of Sixth Form or Sixth Form Manager.

### **ASSESSMENT INFORMATION**

#### **A Levels**

The following information regarding external examinations maybe helpful.

As students embark on their AS/A level studies we thought that it might help if we clarify a few points about these exams and the way in which they operate in this school.

- AS level and A level are divided into units which may vary across subjects. The 2/3 units examined for AS level then count towards the full A level in the majority of subjects, but not in the following, new linear subjects: Art, Photography, Biology, Chemistry, Physics, English Language, English Literature, Business Studies, Computer Science, Economics, History, Sociology and Psychology.
- Each unit is either a written examination or a practical examination or coursework.
- Units can only be sat in May/June. Decisions about entries for these exams are made in March. Some subjects, but not all, enter Year 12 students for a unit examination in January.
- The marks awarded for each unit vary for different subjects and for different Examination Boards. Subject teachers will explain this in detail.

- If for any reason the student is not able to attend an examination e.g. due to illness, the school office must be informed as soon as possible. If an examination appears on the student's personal timetable they will be expected to attend.
- To help students and their parents with long term planning, timetables are displayed on the notice boards outside the Hall. There is also a facility available on the internet at <http://www.education.gov.uk/comptimetable>. Students will need to know the Examining Body which administers their exam and the Titles or Entry Codes of the units to be sat. Their subject teachers can help them with this information.

## **International Baccalaureate**

### *External Assessment*

This is through written examinations in May of the 2<sup>nd</sup> year of study. These are externally marked, with the grading system based on validity, reliability, and the reaching of a certain standard.

### *Coursework*

Coursework assessment varies from subject to subject, but on average this is embedded into the course. It can take many forms, from oral exercises for Group 2, to laboratory work for Group 4. Some coursework is internally marked and externally moderated, while other work is externally worked.

### *Progression*

The IB is graded out of a possible 45 points, and to gain the Diploma students must score at least 24 points, and complete the core. Students who do not gain the Diploma will gain individual subject accreditations.

Universities commonly make offers to IB students for a certain number of points overall and a certain number of points for the most relevant HL subject. The IB provides both the breadth and depth required by universities, and is a good pre-university qualification. The Russell Group, who represents the UK's 20 leading universities, can be quoted as follows:

'The International Baccalaureate is well-established as a qualification... ..Because the IB is not as well known in the UK, this often leads to concerns about its acceptability for university admission. In practice, the vast majority of university Admissions staff have a lot of experience of assessing IB applicants and are more than happy to accept it for university entry purposes. If you are studying for the IB, your choice of higher level subjects will be key to determining the university courses open to you. ... It is less usual for universities to require particular subjects at standard level within the IB although you should always check entry requirements carefully before applying to be certain of this.' *Russell Group 'Informed Choices' 2011*

### **For more information**

All courses are described in detail on the following pages, but more information from the International Baccalaureate Organisation about its courses can be found by following this link: <http://www.ibo.org/recognition/resources/curriculum/>. IBSCA, the International Baccalaureate Schools and Colleges Association of the UK, produce a document annually which is designed to compare the IB diploma program and A level courses. This can be found by following the link <http://www.ibsca.org.uk/index.php/universities-and-ib>.

## OPPORTUNITIES IN THE SIXTH FORM

In addition to their academic subjects students will be offered many opportunities to meet different types of challenges by taking part in, or taking responsibility for, one or more of the following. We **strongly encourage** Sixth Form students to take full advantage of these opportunities.

### **Charity Involvement**

Each year the Sixth Form supports one or more charities and organises fund raising events across the whole school.

### **Clubs and Societies**

There are many opportunities for members of the Sixth Form to be involved in the running of Clubs and Societies. In the past several clubs have been run very successfully by Sixth Form students who have had a particular interest they were prepared to share with others.

### **Community Service**

The Sixth Form has a well-established programme of Community Service. All Year 12 students will have the opportunity to work in the community in a variety of different ways.

### **The Extended Project Qualification**

As part of our Personal Enrichment Programme (PEP), A level students may study for the Extended Project Qualification. This provides learners with an opportunity to carry out an in-depth research study, based on personal interest or an aspect of a subject they are studying. They are supported throughout the process by a supervisor and a teaching and learning programme, which will empower them with the knowledge, understanding and skills required for success. The Extended Project Qualification is the equivalent of an AS level, attracts up to 70 points in the UCAS tariff, and is very positively received by universities as excellent preparation for further academic study and research. (IB students undertake a similar research project, the Extended Essay, as part of the diploma).

### **Extra-Curricular Activities**

There will be many opportunities to take part in a variety of extra curricular activities, e.g. sports, drama, music (choir, orchestra, wind band, etc.)

### **Houses**

Sixth Form students are encouraged to become actively involved in House Competitions. The school is divided into four Houses: Fulford, Hill, Roughton and Stewart, named after former Headteachers of the Girls' and Boys' Grammar Schools. These Houses serve to encourage a sense of belonging and internal competition, particularly in sport. They also enable a student to experience a vertical section of the school from Years 7–13 and to exercise responsibility within it.

### **Management Shadowing**

During their time in Year 12 students may apply for the opportunity to participate in the Institute of Director's Management Shadowing Scheme. Management Shadowing allows a student to "shadow" a senior executive for a period of time, to learn about the role of the executive and to observe the skills used within management. It is highly recommended for students looking to go into business or onto higher education.



## **Medlink, Vetlink and Lawlink Courses**

Year 12 students who are considering future careers in Medicine/Law are offered the opportunity before Christmas to visit Nottingham University. This opportunity provides the students with a focussed insight into the different courses available and how to apply and present a strong personal statement. Indications are given of the different selection processes and the criteria used. Funding for the courses is partially subsidised by the Education Department.

## **Peer Mentoring**

Over the last few years a significant number of Year 12 students have chosen to carry out peer group mentoring and have worked with lower school students through their tutor groups.

## **Prefects**

All members of the Sixth Form are offered the opportunity to become prefects, who assist with the day to day running of the school in a number of ways. Head Prefects are appointed annually from the members of Year 12 by the Headteacher after consultation with staff and with Year 12.

## **Sixth Form Forum**

This consists of a group of Sixth Form Students, one representative from each tutor group elected by their peers, who meet regularly to discuss matters pertinent to the Sixth Form and to organise social and charity events. **All members of the Sixth Form are expected to contribute £10 at the beginning of Year 12 to a Sixth Form Fund** which is jointly administered by members of the Sixth Form and the Sixth Form Management Team. Contribution to the fund enables all students to obtain a student card which allows discount at certain stores on the Island. It also acts as a form of ID for flights to the UK. The Sixth Form is also able to organise induction and social events, to support Juan, our Guatemalan boy and to purchase gifts for members of staff and students connected with the Sixth Form.

## **Work Experience**

All students have the opportunity to participate in Work Experience, mainly during Project Week in July but also at other times by negotiation, which gives the student first-hand knowledge of the world of work and the responsibilities involved in a particular occupation. This provides an invaluable chance for students to test out their career choice, or to investigate other career possibilities.

**Note:** Both Management Shadowing and Work Experience are offered during the Easter holiday or during Project Week. Students must ensure that they do not have other commitments, e.g. revision for 'mock' or external examinations or holidays when they undertake to participate in these experiences. If a student wishes to do a work experience off island, this may incur an added expense of a health and safety check of the business chosen.

## **Young Enterprise**

All students are offered the opportunity to participate in the Young Enterprise Scheme, which aims to provide practical business experience for young people while they are studying at school. Participants set up and run their own companies and in the process develop their personal and business skills.

## POLICIES AND PROCEDURES

### Assemblies

Whole school assemblies are usually held at least once during the week and are non-denominational but Christian based. Assemblies form an important part of the way the school explores spiritual concepts, environmental and community values, and highlights issues of international concern. They are led by staff, visiting speakers and tutor groups. Students may withdraw from assembly with the agreement of their parents and after notification of the school. All students are required to join the assembly for the notices which follow.

### Attendance and Punctuality

The Sixth Form provides a full time education. Students are required to remain at school during the day but may leave the premises at lunch time if they wish to do so. Students are expected to be punctual in attending school and all lessons. They are required to register with their tutor before the start of morning and afternoon school.

#### Students arriving late to school should:

- sign the Late Book which can be found at the Sixth Form Centre reception.

#### If students are absent, they, or a parent or guardian, should:

- telephone the school office by 9.00 a.m. on each day of absence, explaining the reason.

**If a student is absent and the school is not informed by 9.30 am, the school office will contact parents.**

**Students are expected to register every morning at 8.30 am regardless of whether they have a taught lesson or private study period at the start of the day.**

Students are expected to attend school at all times, unless attending an approved school activity, work experience or career related interview.

Permission for any other *foreseen* absences must be requested in writing. *Foreseen* absences include:

- medical appointments
- university visits
- funeral attendance
- driving test.

Unacceptable reasons for absence will be recorded as unauthorised on the students' attendance record.

Any other *foreseen* absence which has not been requested in writing, will be treated as 'unauthorised' and recorded as such on the student's attendance record.

Driving lessons should take place outside of school hours and must not be booked in private study.

In addition to this, we remind you that it is unacceptable to commit to social activities which may affect your attendance at school the following day.

**Please note:** School attendance records will be provided for university and employer references when requested.

All students' attendance and punctuality are continually monitored and recorded. Parents of those students who have not requested an absence will be contacted. Students who do not meet the required level attendance of 95% may be placed on tutor contract and may risk entry to external examinations.

Students should make every effort to make appointments to visit doctors, dentists and for driving tests outside teaching time. **However if a student has to leave school during the school day they should sign out in the Sixth Form Signing Out Folder which can be found at the Sixth Form Centre reception. Students must inform their Head of Year or the Receptionist if they are going home unwell and parents must be informed.**

### **Banned Items**

The following items are not permitted on school premises:

- All drugs and illegal substances;
- Tobacco, alcohol and chewing gum;
- Dangerous items such as knives, fireworks etc.

### **Behaviour**

All students have chosen to continue in full time education beyond the age of 16 and as such are expected to behave as young adults, showing consideration and respect towards others. Students are required to behave in a civilised and responsible fashion respecting themselves, others and their environment. Smoking is not permitted on the school premises or within the vicinity of the school.

Students may be asked to contribute to the cost of repair and replacement of school property which is damaged as the result of careless or thoughtless behaviour.

### **Changing Course**

It is possible to change your programme of study after the issue of timetables if there are good reasons for doing so and as long as there are vacancies on the course chosen. However changes should not be made hastily. Changes will only be authorised after consultation with the subject teachers, Heads of Department, Tutors, students, parents and Director of Sixth Form. **Students will need to collect the appropriate form from Mr James.**

### **Safeguarding Children and Child Protection**

The Children Law (Guernsey and Alderney) 2008 states that all States Departments have a duty to work together and share information to ensure that children and young people get the services they require. This is also essential to protect children and young people from suffering harm, abuse or neglect and to prevent them from offending. Further information is available at <http://childrenlaw.gg>,

All island schools are required to comply with the Interagency Guidelines on Child Protection. These may be located at <http://www.online-procedures.co.uk/guernsey/>.

The guidelines emphasise that everyone has an important part to play in preventing the abuse of children, and in responding to situations where they think that a child may be suffering, or at risk of suffering from serious harm.

Therefore if we have concerns about a child or believe that a child has suffered or is likely to suffer serious harm then the school will contact Health and Social Services Department, Assessment and Intervention Team to determine whether a referral should be made. Any

concerns raised by members of staff in the school will be reported to the Headteacher and School Child Protection Officer, who will make contact with HSSD colleagues as appropriate.

## Communication

- Tutor time
- Noticeboards (events, jobs, opportunities)
- Gmail
- Bulletin

## Dress

Members of the Sixth Form are not required to wear school uniform but they are required to be **smartly and appropriately dressed for a formal working environment**. This means that female students are expected to wear a suitably *modest* skirt or trousers and smart top; ***jackets and suits are encouraged***. Male students are expected to wear a smart jacket, trousers, shirt and tie; suits are encouraged.

On public occasions female Sixth Form students are expected to wear a white blouse and navy/black skirt, and male students a white shirt, tie, jacket and dark trousers or a suit.

For further information please see the leaflet entitled 'Sixth Form Code of Dress'.

## Drugs and illegal substances – use and misuse.

This policy operates in all States schools in Guernsey and has been agreed by the Headteachers of those schools.

The Guernsey Grammar School and Sixth Form Centre takes the issue of drugs very seriously and, while each case would be treated individually, students should not expect leniency.

The purpose of this policy is:

- to set an educational example
- to act as a deterrent
- to protect young people and the school community
- to enforce the law of Guernsey.

Students found to be using, possessing, supplying or distributing drugs **on school premises** will:

- be excluded from school for a period of time.
- be permanently excluded, i.e. expelled, from school in the case of supply and distribution of drugs. They would not then be admitted to any other Island school.
- have their parents involved
- have the police informed
- be referred to the drug support agencies.

Students found to be using, possessing, supplying or distributing drugs **out of school** will:

- be dealt with by the normal law enforcement agencies
- be permanently excluded from school in the case of supply and distribution of drugs, being a threat to the school community.

The likelihood is that all incidents would lead to prosecution in court and to possible conviction.

The clear advice to all students is to avoid absolutely any contact with illegal substances and the misuse of prescribed drugs. The consequences of conviction are serious and may have damaging effects on their future lives. The freedom to travel to certain countries in the world will be curtailed and access to many professions and areas of employment will be denied. The school hopes that it can trust its students to take the right course of action in these matters.

### **Holidays in Term Time**

Parents are **strongly advised** not to take family holidays in term time. Work will not be repeated and the relatively short time between teaching and assessment means that students missing substantial periods of time will be seriously disadvantaged. If on a special occasion this seems unavoidable it is essential that students ensure they are aware of and record critical dates for examinations and coursework deadlines so that these may be avoided, if at all possible. Requests for any absence require the permission of the Director of Sixth Form and these should be made in writing as far in advance as possible and marked for the attention of Mr James. **On no account must holidays be taken, or University Visits arranged during the Protected Teaching Time of 13<sup>th</sup> June to 24<sup>th</sup> June 2015, inclusive.**

Absence for family holidays will not be authorised for students whose attendance is below 95%. This is in accordance with the States of Guernsey Education Department policy.

### **Insurance Cover**

In case of an accident at school the Education Board can grant up to £700 for medical expenses but this is subject to its discretion. Additional cover is invariably taken out for parties travelling abroad. Parents are advised to insure items of school clothing, glasses/contact lenses, sports equipment and cycles with their family policies. **Neither the Education Department nor the school has individual cover for personal possessions.**

### **Lockers**

Students are requested to provide a padlock to secure their own locker and are responsible for the key. Padlocks may be purchased from the Sixth Form Office, price £5.00.

### **Medical matters**

There is a close association with the Pupil Support Services and the Health and Social Services Department. School Nurses from Lukis House visit the school to carry out medical checks. (See page 9 for special Sixth Form arrangements)

In accordance with educational guidelines for the administration of medicine, we are not permitted to purchase medication to dispense to students.

Parents, at their discretion, should inform the school of additional medical or health related information which it is advisable for us to know.

### **Treatment following Accidents at School**

Accidents must be reported without undue delay. If a student is injured in an accident at school, the Education Department is prepared to pay the cost of doctors' examination and treatment up to a maximum of £700 upon completion of an accident form. Payments made under this scheme are not an admission of legal liability for the accident, and payment is subject to confirmation of the accident by the school and the doctor.

If any student suffers any damage to their teeth that require dental treatment they must use the Children's Dental Service based at the hospital. If emergency treatment is required, the Clinic

can provide such treatment, provided that the appointment is made in the first instance by the school. Parents must be informed of this before the student leaves the school.

Parents must be aware that they are only able to make a claim against the Education Department if they have used the Children's Dental Service. The Department will *not* pay for any treatment at a private dental practice. Claim forms are available from the Education Department.

Students playing rugby or hockey are required to provide their own mouth guards. A dentist comes into school during the Autumn term to supply and fit mouth guards should you wish to use this service.

### **Off Site Study**

Many very valuable activities take place at school which cannot take place under the direct supervision of a teacher. Indeed it is part of the preparation of students for life that they should learn to work safely and with increasing independence as they become older. The school has a set of procedures detailed that are to be followed when a student will be working without the direct supervision of a teacher. The process is designed to involve the student, their parents/guardian and teacher in planning the activity and making the risk assessment, and to ensure the student plays a central role in their own safety. Details of such requirements will be available from the appropriate subject teachers.

### **Out of School Activities**

Students who wish to take part in musical or dramatic performances lasting more than three days must ask permission of the Director of Sixth Form Studies. Requests should be made in writing as far in advance as possible and marked for the attention of Mr James.

### **Part Time Employment**

Part time employment can provide a valuable insight into the world of work but it can also detract from the amount of time and effort that students devote to their studies. Students are **strongly discouraged** from taking employment for more than 8 hours per week or on weekdays because this is likely to affect their examination performance.

### **Plagiarism**

Plagiarism is cheating and thus a serious offence which will result in disciplinary procedures and even disqualification from public examinations.

Coursework must be the work of the student alone. When writing an extended essay or producing coursework, all references must be fully acknowledged.

### **Private Study and Independent Learning**

Every student has private study sessions on their timetables. **During Year 12 these are taken on the school premises.** Work in the Sixth Form is much more open ended than in years 7-11 and more responsibility is placed upon the student. Work will be set by teachers and marked in the usual manner, but often students are expected to do more reading and research around their subject and may often be given additional reading lists or web sites to visit. We would expect an A Level student in the Sixth Form to carry out at least four hours a week of independent study per subject and an IB student, 2-3 hours per subject, per week.

## **Removal of Personal Possessions**

Staff are authorised to remove from students any items found in their possession which present a danger or a threat to the health and safety of themselves or others. This includes such things as knives, fireworks and illegal substances.

## **Student Possessions**

Students are advised to keep all personal possessions in their locker. It is recommended that valuables and /or large amounts of money are not brought to school. **At no time must dangerous items, alcohol, drugs or illegal substances be brought onto the school premises.**

## **University Visits**

Students are encouraged to visit institutions when they are formulating Higher Education plans. However, the responsibility for organising such visits and ensuring the safety of the students is the responsibility of individual families.

## **Vehicles – Safety and Security**

- Cycles should have locks;
- No motor vehicle can be brought to school without adequate insurance, and registration numbers must be given to the School Secretary;
- Vehicles are parked at the owner's risk;
- Vehicles should only be parked in designated areas – see Traffic Arrangements – Page 36.

## YEAR PLANNER

This provides an overview of the pattern of events throughout Years 12 and 13. More detailed information can be found on the school calendar.

### YEAR 12 September 2015 – July 2016

<b>Autumn Term</b>	
September	Induction, Programmes of Study and Personal Enrichment Programme finalised Team Building Day at Rue Maingy – Monday 7 <sup>th</sup> September Yr 12 Parents' Evening: Introduction to the Sixth Form– 10 <sup>th</sup> September at 7.30 pm
October	Review 1 (Internal - to review course suitability)
<i>Half Term</i>	
December	Review 2 (Progress Review sent home)
<b>Spring Term</b>	
January	AS mock examinations
February	Students' and Parents' Consultation Meeting –21 <sup>st</sup> January at 5 pm
<i>Half-Term</i>	Management Shadowing
March	Progression Interviews for planning second year of courses Higher Education Convention –School Hall Year 12 take on Prefect responsibilities Head Prefect Team appointed Review 3 (Progress Review sent home) Careers Show
<b>Summer Term</b>	Management Shadowing/Work Experience
May	AS Examinations – Year 12 AS Study Leave
<i>Half-Term</i>	
June	IB end of year examinations Teaching resumes <b>Protected Teaching Time – 13<sup>th</sup> – 24<sup>th</sup> June</b> Review 4 Individual Action Plan focusing on Local Employment and Higher Education opportunities. IB Group 4 Project
July	Higher Education UCAS/Employment references Biology Field Week, Environmental Studies Field Week Activities Week, University visits Management Shadowing/Work Experience Progress Reviews Home



## TERM DATES 2015 - 2016

### Autumn Term 2015

Term Starts:	Staff	Wednesday 2nd September
	Students	Thursday 3rd September
<i>Half Term:</i>		Monday 26th - Friday 30th October
Term Ends:		Friday 18th December

### Spring Term 2016

Term Starts:	Staff	Monday 4th January
	Students	Tuesday 5th January
<i>Half Term:</i>		Monday 22nd - Friday 26th February
<i>Good Friday:</i>		Friday 25th March
<i>Easter Monday:</i>		Monday 28th March
Term Ends:		Friday 8th April

### Summer Term 2016

Term Starts:	Staff	Monday 25th April
	Students	Tuesday 26th April
<i>May Day:</i>		Monday 2nd May
<i>Liberation Day:</i>		Monday 9th May
Half Term:		Monday 30th May to Friday 3rd June
Term Ends:		Thursday 21st July

### Autumn Term 2016

Term Starts:	Staff	Monday 5th September
Term Starts:	Students	Tuesday 6th September
Half Term:		Monday 24th - Friday 28th October
Term Ends:		Tuesday 20th December

### Spring Term 2016

Term Starts:	Staff	Wednesday 4th January
Term Starts:	Students	Thursday 5th January
Half Term:		Monday 20th to Friday 24 <sup>th</sup> February
Term Ends:		Friday 7th April
Good Friday:		Friday 14th April
Easter Monday:		Monday 17th April

### Summer Term 2016

Term Starts:	Staff	Monday 24th April
Term Starts:	Students	Tuesday 25th April
<i>May Day:</i>		Monday 1st May
<i>Liberation Day:</i>		Tuesday 9th May
Half Term:		Monday 29th May - Friday 2nd June
Term Ends:		Friday 21st July

## **NON TEACHING STAFF**

### **School Office**

Mrs J Martel  
Mrs J Chippendale  
Ms N Gallienne  
Mrs W Le Page  
Mrs M Mathews

### **Sixth Form Office**

Mrs C Ewin  
Mrs T Holden

### **Caretakers**

Premises Manager; Mr G Browning  
Caretaker; Mr D Broadhurst

### **Science Technicians**

Mrs J Burton  
Ms M Guilimoto  
Mrs J Dumont  
Mrs M Lowe

### **Craft Technician**

Mr R Martel

### **Art/Photography Technician**

Mr P Appelqvist

### **Food Technology Technician**

Mrs S Gardiner

### **Library Assistant**

Mrs A Quick

### **Reprographics**

TBC

### **Audio Visual Technician**

Mr P Renyard  
Mrs C Martel

### **Cafeteria**

Mr P Stables

NB. A list of teachers will be available on the school website at the beginning of September.

## **COMMITTEES ASSOCIATED WITH THE SCHOOL**

### **PARENT/TEACHERS' ASSOCIATION**

The current committee is representative of all years in the school and meets regularly to organise social events for parents and fund raising events to support the school.

- |                  |                    |                  |
|------------------|--------------------|------------------|
| • President      | Mrs Davina Mansell | Tel 728031       |
| • Vice President | Mr Gordon Snell    | Tel 237920       |
| • Treasurer      | Mr Phil Soulsby    | Tel 239385       |
| • Secretary      | Mr Matt Mason      | Tel 07911 753146 |

### **GUERNSEY GRAMMAR SCHOOL & SIXTH FORM CENTRE COMMITTEE**

Members include the Minister of Education - Deputy Robert Sillars; Deputy Director of Education; and two representatives of the Board. In addition, the PTA is represented by two of its members, and the school by the Headteacher.

## TRAFFIC ARRANGEMENTS

### **Students on Foot**

All students arriving at or leaving the school on foot and needing to cross Les Varendes must do so by using the pedestrian facility at the traffic lights at the junction with Foote's Lane. Crossing at any other point is not permitted. It would help traffic flow at busy times if students would wait to cross in a group and not as a succession of individuals.

### **Students on Pedal Cycles**

All cyclists should dismount at the school entrance in Foote's Lane and walk with their bikes up the diagonal path to the cycle sheds.

### **Students on Motor Cycles**

All forms of motor-cycle are to be parked in the area by the Games Pavilion to the west of the school. Particular care must be taken when turning across the line of traffic to enter or leave the approach road. Consideration should be shown to the local residents by not revving engines unnecessarily.

### **Sixth Form Students with Cars**

**Students' cars are to be parked in the slip road running off from Foote's Lane or in the Rugby Club car park. If there is insufficient space students should park at the Foote's Lane, Osmond Prialux Car Park, avoiding the areas designated to Park and Ride. On no account must students park their cars on the Main School or Sixth Form Centre site.**

### **Students travelling by Car**

No students are to alight from cars on the main Les Varendes Road.

#### ***Morning***

Parents may use either the North or South Foote's Lane entrance to the school to drop students by the traffic islands.

#### ***Afternoon***

Cars are not allowed to enter the school via the South entrance as it is designated solely for buses.

All cars should enter the school by the North Entrance and parents waiting in cars to pick up students at 3.30 pm should park on the netball area.

### **Students using Buses**

**School Buses** - Any students living on school bus routes may use these buses free of charge.

The Education Department advises that students who reside at a distance greater than 2.5 miles from the school, measured by the shortest route on foot, are entitled to use normal service buses free of charge, provided the necessary application form has been approved. Free bus passes (where applicable) are available from the school office after the completion of the relevant paperwork. Application forms are available from the main school office. Parents of students should make application to the Education Department on the appropriate form. Multi journey bus tickets are available for normal service buses and may be purchased from the bus driver for students who are not entitled to free bus passes.

## SCHOOL BUS ROUTES

### Queries:

**G1 – G7:** Direct to CT Plus - Tel: 700456  
**I7:** Direct to Intransit – Tel: 700066

### A.M.

Route	Operator	First pick-up	Arrival at school
GRAMMAR 1A	CT PLUS	07.35	08.20
GRAMMAR 2A	ISLAND TAXIS	07.45	08.20
GRAMMAR 4A	CT PLUS	07.30	08.20
GRAMMAR 5A	COACHWAYS	07.25	08.20
GRAMMAR 8	INTRANSIT	07.40	08.20

### P.M.

Route	Operator	Collection from school
GRAMMAR 1B	CT PLUS	15.50
GRAMMAR 2B	CT PLUS	15.50
GRAMMAR 3B	CT PLUS	15.50
GRAMMAR 4B	CT PLUS	15.50
GRAMMAR 5B	CT PLUS	15.50
GRAMMAR 6	CT PLUS	15.50
GRAMMAR 7	CT PLUS	15.50
GRAMMAR 9	ISLAND TAXIS	15.30

### **MORNING ROUTES**

#### **Grammar 1A - CT PLUS**

La Vrangue – Le Bouet – Les Banques – Elizabeth Avenue – Grand Bouet - Les Banques – La Rue des Bas Courtils – Grandes Maisons Road – New Road – The Bridge – Vale Avenue – La Route Summerfield – Les Jucqueurs – Rocques Barres Road – La Route de Bordeaux – La Rochelle Road La Moye Road – La Route de L’Ancresse – La Route Militaire – La Route du Braye – Route Carre – Les Petites Mielles - Les Tracheries Road – Les Martins – Rue Sauvage – Route de Camp du Roi (last pick-up) – Landes du Marche – Rue du Friquet – Rue des Varendes – Grammar School.

#### **Grammar 2A – ISLAND TAXIS**

The Bridge – Vale Avenue – Braye Road – Sohier Road – La Grande Rue – La Route des Landes – La Route du Passeur – La Route de L’Ancresse – La Route Militaire – Braye Road - Grand Fort Road – Petites Capelles Road – Capelles Hill - La Route de Camp du Roi (last pick up) – La Route du Landes du Marche – La Rue du Friquet – La Rue des Varendes – Grammar School.

## **Grammar 4A – CT PLUS**

Fort Road – Les Camps du Moulin - Le Hurel – Le Vallon – Les Salines – La Route des Blanches – Les Camps du Moulin - La Fosse de Haut – La Mare Denis – La Rue de la Motte – Icart Road – La Rue des Marettes – La Rue de la Villette – Forest Road – Russel Road – La Rue des Agneaux – La Villiaze Road – La Route du Houguet – Les Prevosts Road – Les Buttes – Le Neuf Chemin – La Rue A L'Or – La Grande Rue – La Route de la Perelle – Coast Road as far as – Le Gele Road (last pick-up) – King's Mills Road – La Rue de la Porte – La Rue des Eturs - La Route de L'Eglise – Rectory Hill – La Rue des Varendes – Grammar School.

## **Grammar 5A - COACHWAYS**

Deerhound Inn – Le Bourg - Mont Marche - Les Rue des Landes – La Rue de la Villiaze – La Rue du Manoir – La Route des Bruliaux – La Route de la Palloterie – Route des Laurens – Le Marais – La Route de la Hougue Anthan – La Rue des Portelettes – La Rue des Villains – Coast Road as far as – La Route des Adams – La Route des Paysans – La Rue St. Pierre – La Route des Domaines – La Route de Sous L'Eglise – Les Buttes – La Route des Bordages – La Route des Picques – La Rue des Grons – La Routes des Bas  
Courtils – La Route de L'Issue – Bouillon Road – Les Rues Frairies – La Route de St. Andre – Mauxmarquis Road – Bailiff's Cross Road (last pick-up) – La Rue Piette – Rectory Hill – La Rue des Varendes – Grammar School.

## **Grammar 8 – INTRANSIT**

St. Apolline Chapel – La Grande Rue – La Route de la Perelle – Coast Road as far as – L'Islet – Les Tracheries Road – Les Martins – Pleinheume Road – Rouvets Road (last pick-up) – La Route du Landes du Marche – La Rue du Friquet – La Rue des Varendes – Grammar School.

## **AFTERNOON ROUTES**

### **Grammar 1B- CT PLUS**

Grammar School – Footes Lane – Les Bassieres – La Rue du Friquet – La Route du Landes du Marche – La Route du Camp du Roi (first drop-off) - Rue Sauvage – Les Tracheries – Les Petites Mielles – Route Carre – La Route de Braye – Route Militaire – La Route de L'Ancrese – La Moye Road – La Rochelle Road – La Route de Bordeaux – Rocques Barrees Road - Les Jucquers - La Route Summerfield – Vale Avenue – The Bridge – New Road – Grandes Maisons Road – La Rue des Bas Courtils – Les Banques – Red Lion Hotel.

### **Grammar 2B - CT PLUS**

**Grammar School** – Footes Lane – Les Bassieres - La Rue du Friquet – La Routes du Landes du Marche – La Route du Camp du Roi – Rouvets Road (first drop-off) – Pleinheume Road – Grande Maison Road – La Rue Sauvage – Capelles Hill – Petites Capelles Road – Grand Fort Road – Braye Road – La Route Militaire – La Route de L'Ancrese – La Route du Passeur – La Route des Landes – La Grande Rue – Sohier Road – Braye Road – Vale Avenue – The Bridge – South Side – Church Road – Grandes Maisons Road - La Rue des Bas Courtils – Red Lion Hotel.

### **Grammar 3B - CT PLUS**

**Grammar School** – Rohais de Bas – Rohais de Haut – La Route de L'Eglise (first drop-off) – La Rue du Preel – La Rue des Eturs – La Rue de la Port - King's Mills Road – La Rue du Dos D'Ane – Mont Saint – La Grande Rue – La Route du Felconte – La Route des Adams – Coast Road as far as – Grandes Rocques.

### **Grammar 4B - CT PLUS**

**Grammar School** – Rohais de Bas – Rohais de Haut – Rue Piette (first drop-off) – Bailiff's Cross Road – La Rue de la Brigade – Varioufs Road – La Rue de la Quevillette – La Grande Rue – La Route des Camps – La Route des Blanchés – Les Salines – La Rue du Hurel – Old Mill – Les Camps du Moulin – La Fosse de Haut – La Mare Denis – La Rue de la Motte – Icart Road – La Rue des Marettes – La Rue de la Villette.

### **Grammar 5B - CT PLUS**

**Grammar School** – Rue des Varendes – L'Aumone – Route de Cobo – Mont D'Aval – St Georges Road (first drop-off) – Rue des Deslisles – Rue de La Porte – Kings Mills Road – Rue de La Hurette – Le Clos au Comte – Rue du Hechet – La Grande Lande – Les Buttes – Sous L'Eglise – Route des Domaines – Rue St Pierre – Route du Longfrie – Route des Paysans – Route des Adams – Coast Road to Pleinmont – Rue de La Viltole Rue des Villains – Rue des Portelettes – La Hogue Anthan – Route de Pleinmont – Route des Laurens – Route de La Palloterie – Rue du Manoir – New Road – Rue des Landes

### **Grammar 6B - CT PLUS**

**Grammar School** – Rohais de Bas – Rohais de Haut - La Rue Piette (first drop-off) – Bailiff's Cross Road – Mauxmarquis Road - La Route de St. Andre – Les Rues Frairies – Bouillon Road – La Route de L'Issue – La Route des Bas Courtils - La Rue du Grons – La Route des Frances – La Route de la Tourelle – La Mare Road – La Route de Plaisance – La Route de Farras – La Rue des Landes – Le Bourg – Le Chene Hill – Forest Road – La Route des Cornus – La Rue Maze – La Grande Rue – La Route des Camps – Sausmarez Road – Fort Road – Le Val des Terres – St. Peter Port Bus Terminus.

### **Grammar 7 - CT PLUS**

**Grammar School** – Footes Lane – Les Bassieres – La Rue du Friquet – La Route du Landes du Marche – Rouvets Road (first drop-off) – Pleinheume Road – Le Rue des Cottés – La Route de Pässe – La Route des Pecqueries – La Route de Pulais – La Route de Port Grat – La Route de Picquerel – La Route de L'Islet – L'Abbaye – La Route de L'Ancrese – La Moye Road – La Rochelle Road – La Route de Bordeaux – La Rue du Chateau – North Side – The Bridge.

### **Grammar 9 – ISLAND TAXIS**

Grammar School – Rohais de Bas – Rohais de Haut – La Rue Piette (first drop-off) – Bailiff's Cross Road – La Rue de la Brigade – Varioufs Road – La Rue de la Quevillette – La Grande Rue – La Route des Camps – La Route des Blanchés – Les Salines – La Rue du Hurel – Old Mill – Les Camps du Moulin – La Fosse de Haut – La Mare Denis – La Rue de la Motte – Icart Road – La Rue des Marettes – La Rue de la Villette.

**NB: The above schedule is subject to change**