



WALLINGTON
COUNTY GRAMMAR SCHOOL

Sixth Form Handbook

2010 – 2011

Welcome to all members of the Lower Sixth and congratulations on your GCSE results. I trust that you have had a relaxing summer and that you are now ready to face the challenges that lie ahead. Most importantly I hope you are excited by the opportunities that are available for you in the Sixth Form at WCGS.

A Levels offer a very different challenge to those posed by GCSEs. You will move from a broad programme of study in Year 11 to a narrow and specialised one, allowing you to study in greater detail and with greater rewards. With fewer subjects studied comes a greater expectation placed upon you from your subject staff. They will be requiring more from you in lessons and expecting a higher level of commitment to your studies. They will also be looking forward to exploring their subjects with you at a deeper level than previously, as much as you will undoubtedly be looking forward to exploring the subjects with them as your guide.

The Sixth Form is not simply about the academic opportunities. Indeed, to develop into fully rounded adults you must seek to become involved in the wider life of the school and community in ways in which your talents support. There are plenty of ways in which you can become involved, through Sport, Drama, Music, Debating, Mentoring, your House, as a Prefect or contributing to the school e-newsletter or one of the many school and Sixth Form events. Indeed, if there are opportunities for involvement that the school doesn't currently offer, then let the school know and see what can come of enthusiasm, initiative and a good idea.

We value the views of Sixth Form students and through the Sixth Form Council, which comprises the Sixth Form Leadership Team and representatives from each Form class, you can have a say in what happens to you on a daily and long term basis. You will find details of the Sixth Form Council on its notice board in the Sixth Form Common Room.

The Sixth Form at WCGS believes in a 100% culture. This means giving 100% in everything you do in the classroom, around the school and in the wider community. It means having pride in your appearance, a mature attitude to attendance and deadlines and a passion for academic excellence, 100% of the time. We expect that you will do whatever it takes to be outstanding in every aspect of your life. These expectations are high, but you will be supported in your endeavours and that support, like everything else, will be available 100% of the time.

I hope to see as many of you as possible leave the school in the summer of 2011, secure in the knowledge that the school has given much to you and that you have given much to the school in return.

I wish you a happy and rewarding time in the Sixth Form,



Dr K Meek
Head of Sixth Form

Who's who in the Sixth Form?

1. Academic and Pastoral Leadership Team

Office	Person	Responsibilities	Can be found in
Head of Sixth Form	Dr K Meek	Dr Meek is responsible for the overall welfare of Sixth Form students, overseeing their pastoral and academic progress and coordinating their progression through the Sixth Form and beyond. Dr Meek also is also responsible for providing specific support for the upper Sixth and is House Master for Ruskin. When he is not driving his sports cars, Dr Meek enjoys collecting obscure post-rock albums and playing them at extreme volume.	Sixth Form Office or History 3
Assistant Head of Sixth Form	Mrs E Ferguson	Mrs Ferguson is Assistant Head of Sixth Form supporting Dr Meek with particular emphasis on the Lower Sixth and further responsibility for the girls in the sixth form. She is also Head of Art & Design and passionate about her subject and the exciting world of art, drama and music. She has been teaching at the school for a long time and is a member of Carew House. Mrs Ferguson is a keen tennis player and ladies captain at her tennis club and her competitive nature is often witnessed in the school environment.	Sixth Form Office or the Art Dept.
Sixth Form Tutors	Mr N Durham (Bridges)	Mr Durham is a teacher of Economics and Business Studies and the facilitator of the school council which means that he has a good understanding of student issues and concerns. As a life long supporter of Kent County Cricket club, he spends his summers in abject misery.	EC3
	Mr J Moran (Bridges)	Mr Moran teaches Chemistry and is Head of Bridges. He is an extremely keen sportsman and can usually be found competing in Iron Man events or performing the Plank for eye watering periods of time.	CH1
	Miss Ball (Carew)	Miss Ball teaches English.	EN2
	Mr S Waters (Carew)	Mr Waters teaches in, and is also responsible for, the Physics Department. When not marking, he likes to grow food, cook food, and eat food. You will recognise him by his waddle.	IT1
	Mrs M Allen (Mandeville)	Mrs Allen teaches Chemistry.	CH2
	Miss C Troke (Mandeville)	Miss Troke is subject leader of Economics and Business Studies and is responsible for training student observers. Claire enjoys keeping fit and she has solved the problem of the loneliness of the long distance runner by installing a running machine at home. She clocks up the miles in the company of her two cats, simultaneously reinforcing their belief of her eccentricity – all that effort to stay in one place!	EC1
	Mr J Lescault (Radcliffe)	Mr Lescault teaches Mathematics	MA2
	Mr M Walsh (Radcliffe)	Mr Walsh teaches DT	DT3
	Miss Oakley (Ruskin)	Miss Oakley teaches Biology.	MA7
	Dr M Young (Ruskin)	Dr Young teaches Philosophy and Critical Thinking. He enjoys reading philosophy, attending philosophy lectures and conferences, watching philosophical films and looking philosophical. He has to teach RS too, so as to make more money to spend on philosophy books.	EC2
	Miss G Bird (Woodcote)	Miss Bird, as Head of the Mathematics Faculty, is responsible for the smooth running and organisation of Mathematics throughout the school but especially in the Sixth Form, where Maths is the most popular subject, and teaches Pure Maths, Mechanics and Decision Maths in the Sixth Form. Before	MA1

		becoming a Mathematics teacher, Miss Bird was a professional musician, playing and teaching the French horn. She still plays regularly and, if you pay her enough, may be persuaded to give a demonstration.	
	Dr D Schiavo (Woodcote)	At twilight, when Dr Schiavo falls into the arms of Morpheus he ineluctably starts dreaming of hyperbolic spaces starred with feeble kissing numbers. And he sleeps peacefully till the sunup. By contrast, when awake, he teaches, amongst other things, GCSE mathematics and Advanced Level modules on baking Tiramisu cakes.	MA2
PA to the Head of Sixth Form	Mrs E O'Shea	Mrs O'Shea provides administrative support to the Sixth Form Leadership Team. She is also responsible for student attendance, EMA, requests for absences and coordinating the administrative aspects of the UCAS process.	6th Form office
Work Experience and Careers Coordinator	Mrs G Atkins		
Examinations Officer	Mr J Favreau		
Librarian:	Mrs G Windmill		

Where to get help

Your teachers are all here to help you. Your tutor will be your main point of contact throughout your Sixth Form career. Daily tutor sessions offer the opportunity to speak individually or collectively with your tutor about any queries or concerns you may have. Your Tutor will monitor your academic and personal progress as well as your attendance and punctuality. They will also be responsible for writing up your UCAS references. Your Tutor will be your strongest champion but also your sternest critic.

Subject specific advice will come from your teachers and individual Subject Leaders.

If you need to see a member of the Sixth Form pastoral team during the day, Dr Meek and Mrs Ferguson can be found in their offices when not teaching or in meetings. Mrs O'Shea is available in the Sixth Form office in the morning and after lunch to assist with any queries concerning the administrative aspects of the Sixth Form.

Student Leadership

Captain's and Vice Captains' Welcome

If there was any worth in wishing you 'Good Luck', we would. However, other than being an easy way of beginning this welcome, it's a bit of a waste of words. Yes, there's no denying that the next two years will be tough. But that's to be expected. There's also no denying that the next two years could be equally enriching and enjoyable. You may not expect it, but you will quickly discover it. The vast array of opportunities available to you here in the Sixth Form, both academic and extra-curricular, have the potential to be utterly, utterly exhausting and many a journey home will be spent fighting the allure of sleep. They have the potential to be a source of enjoyment which you never thought you'd find. They have the potential to be fulfilling, be it after success on the sports field, in the debating chamber or in the exam hall. In short, they have the potential to be immensely rewarding and in all honesty, life changing. It is up to you to realise this potential; to have a go. It is our hope that by the time you say goodbye to the crumbing common room, you will have done so, grabbing all that our Sixth Form has to offer by the horns, along with everything that comes with it.

On a quick aside, despite pursuing academic success, the Sixth Form also has a brilliant social dimension. Events such as the Battle of the Bands, Fashion and Talent Show and RAG week, to name a few, provide excellent opportunities to get stuck in and really enjoy your time in the Sixth Form. However, the 'real' social experience comes from the friendships you will forge and numerous nights out...revising...on the lash. Fear not, there's more to life (and us) than text books.

All the best,

Calum George
Joshua Heath
Mohammad Jaffer
Harry Wrihtson

Office	Person
Captain of School	Calum George
Vice Captain of School	Joshua Heath
	Mohammad Jaffer
	Harry Wrightson
Capt. of Bridges	Tom Harrison
Capt. of Carew	Joshua Adams
Capt. of Mandeville	Joseph Henderson
Capt. of Radcliffe	Daniel Heffernan
Capt. of Ruskin	William Thornton
Capt. of Woodcote	

School Prefects and House officials

Central to the smooth daily running of the school are the Prefects. Every year approximately 40 members of the Lower Sixth take up the position of School Prefect, from which the School Captain, Vice-Captains and Senior Prefects are selected. Under the guidance of the Head of Sixth Form and the Captain of School, the Prefects are responsible for assisting the staff in the supervision of the younger pupils before school, at break and at lunch times, as well as assisting at school evening functions. All Sixth Form students are expected to act as leaders of the student body and such a role is immensely rewarding.

House Officials are chosen from the Sixth Form to assist the Housemasters in the running of the Houses, whilst the Captains and Vice-Captains of the major sports are drawn from the Sixth Form. Many Sixth Form students assist the PE and Games department with the coaching of younger pupils, whatever their level of ability and representation.

Sixth Form students also contribute to the pastoral and academic development of younger pupils. Sixth Form students act as mentors to Year 7 and 8 forms and many departments utilise the academic expertise of the Sixth Form to mentor younger pupils, from Year 7 to assisting with GCSE examination preparations.

The Sixth Form Association

The Sixth Form Association is a key body within the Sixth Form and is led by the Captain and Vice-Captains of School. Their responsibility is to organise core Sixth Form social events like the Fashion and Talent Show, Battle of the Bands and RAG week, as well as to ensure the production of the Yearbook, Leavers' Hoodies and Leavers' Function. They also play a role as a consultative body for the Sixth Form as a whole. The majority of members of the Association are in the Upper Sixth. However, contributions from Lower Sixth students are warmly welcomed.

The Sixth Form Charter

As a member of the Sixth Form at Wallington County Grammar School you are involved in a partnership between yourself and the School. In this partnership there will be expectations and responsibilities on both sides. Providing you and the School meet the expectations demanded of them, your time within the Sixth Form should be both productive and enjoyable.

The School will:

- offer you a supportive environment where you can study and reach your academic potential;
- offer opportunities for you to develop your social, communication and leadership skills;
- offer the best teaching within its available resources, to prepare you for Advanced Level and other examinations;
- offer guidance and advice in choosing your Advanced Level courses;
- set Target Grades (TGs) based on your performance at GCSE and assess your progress towards them;
- set and mark work on a regular basis and indicate how you may improve;
- report your progress to you and your parents, and implement strategies aimed at improving your level of performance;
- offer a programme of study that prepares you for life as a Sixth Form student and for life beyond the Sixth Form;
- help you in your application for a place in Higher Education or Employment;

In return, you are expected to:

- support fully the ethos of the School as a whole and the Sixth Form in particular;
- adhere to the School rules and regulations applicable to members of the Sixth Form;
- abide by the rules and regulations concerning the use of school facilities;
- adhere to the Sixth Form dress code;
- attend all time tabled classes and be punctual;
- maintain at all times a respectful attitude to all members of the school and wider community;
- commit the necessary time and effort to your Advanced Level studies to reach your potential;
- submit work on time and of an appropriate standard;
- take a full part in the life of the School and use your talents to the full, both in class and in extra-curricular activities, including representing the School and House in sport, music drama and other activities;
- to act at all times as role models to the lower school and the wider community

Continued enrolment at Wallington County Grammar School is conditional upon adhering to the Sixth Form Charter.

General Information

The School Day, Attendance and Registration

Typically, all AS lessons will be taught over 9 hours a fortnight. In addition, all Sixth Form students follow an Enrichment Programme for 2 hours a fortnight on Wednesday afternoons. During this time, students will participate in school organised sport, academic studies, enrichment lessons and volunteering opportunities. Finally, all Sixth Form students have a timetabled PSHEE session every fortnight and a programme of assemblies and tutorials on a daily basis.

The Sixth Form follows the same fortnightly timetable as the rest of the school, detailed below:

Registration	8.30 – 8.40
Period 1	8.40 – 9.40
Period 2	9.40 – 10.40
Break – 20 minutes	10.40 – 11.00
Period 3	11.00 – 12.00
Period 4	12.00 – 13.00
Lunch – 40 minutes	13.00 – 13.40
Registration/Assembly	13.40 – 14.05
Period 5	14.10 – 15.10
Extra-curricular	15.10 – 16.00
Twilight	16.00 – 18.00

All students will be registered electronically at morning and afternoon registration and in every lesson.

As a privilege in the Sixth Form, students without a Period 5 timetabled lesson may leave school early but they must attend afternoon registration and Tutor time/assembly. Students are not permitted to leave site early if, in doing so, they would fail to meet any afterschool commitments they may have. If a student is to leave school early they must sign out in the Sixth Form office **and not at the main school office**.

Absences from School

Parents may request permission for students to leave school early or arrive at school after 8.30am, usually to attend medical appointments, driving tests (but not driving lessons) and so on. Permission must be sought in advance and in writing and permission can only be granted by a student's Form Tutor, the Head of Sixth Form or either Assistant Head of Sixth Form. Please note that students are not permitted to miss any timetabled school event to attend routine appointments which could be made outside of school hours.

If a student is unable to attend school due to illness parents should contact the school in the morning prior to the start of school on 0208 647 2235. Upon their return to school, students should provide their tutors with a letter from their parents explaining the absence.

Persistent lateness to school and lessons and unauthorised absences from school and lessons will be treated seriously. In the first instance, the privilege of signing out early from school may be removed from those students with unacceptable records of punctuality and attendance. For persistent offenders, continually poor attendance and punctuality may call into question a student's future within the school. Students in receipt of EMA should be aware that their weekly payments and periodic bonuses are conditional upon satisfactory attendance and punctuality.

Uniform

Sixth Form students are expected to take pride in their appearance, showing pride in their school and setting the example to younger pupils. Students should be dressed according to the uniform regulations, including to and from school. Students representing the school in extra-curricular activities are to be dressed according to the regulations, unless permission has been given by the member of staff in charge of the activity to dress otherwise. Aside from the specific Sixth Form regulations regarding suits, the full School rules on uniform apply to all Sixth Form students, a copy of which all students will have received upon entry to the school. The School reserves the right to send home students that are not appropriately dressed: such students must only return to school when they are in compliance with the uniform regulations.

Sixth Form Dress Code: Boys

- A plain navy blue, dark grey or black suit;
- A plain white shirt (no patterns);
- School tie / Sixth Form tie / House Tie / 100 Tie / Any other school awarded Tie / Ties awarded for sporting representation at county level and above. School and Sixth Form ties are available from our school outfitter, Cladish, Woodcote Road, Wallington;
- Black leather shoes;
- Jumpers, if worn, must be V-neck and navy blue, dark grey or black and not to be worn as a substitute for wearing a jacket;
- Outdoor coats or anoraks should be of a dark hue and coats should not be decorated with slogans nor made of leather or denim. Outdoor coats or anoraks should not be worn over jackets in school;
- Jewellery including earrings is not to be worn;
- Hair must be neat and tidy, no shorter than a 'No 3', so as not to reveal the scalp, and no longer than the collar;
- Pupils should be clean-shaven unless given permission to wear a beard for religious reasons. Permission must be sought from the Headmaster and must be supported by evidence from an appropriate religious authority.

Sixth Form Dress Code: Girls

- A fitted plain navy blue, dark grey or black suit, which is either a trouser suit or skirt and blazer;
- A plain white blouse (no patterns);
- A tie, if worn, must be a School tie/Sixth Form tie/House Tie/Any other school awarded tie/Ties awarded for sporting representation at county level and above;
- Black leather shoes or boots, with flat or discrete heels;
- Jumpers, if worn, to be navy blue, dark grey or black and not to be worn as a substitute for wearing a jacket;
- Outdoor coats or anoraks should be of a dark hue and coats should not be decorated with slogans nor made of leather or denim. Outdoor coats or anoraks should not be worn over jackets in school;
- Girls may only wear a single pair of stud earrings.

Facilities and use of them

Sixth Form Common Room

During lessons the Sixth Form Common Room is a quiet, not silent, study area. Students using it must be mindful of the Common Room's proximity to offices and classrooms and ensure their behaviour and use of the Common Room during lesson time is in sympathy with the work of their peers and staff. As sole users of the Sixth Form Common Room, the Sixth Form are collectively expected to keep it in good order, to avoid unnecessary expenditure on the maintenance of the Common Room to the detriment of other provisions for the Sixth Form.

The Learning Resources Centre

The Learning Resources Centre is located on the first floor of the Sixth Form block and is for **silent study only**. A wide variety of academic and non-academic books are available for loan and many departments have a stock of essential textbooks available as reference copies for use by Sixth Form students. Computer facilities are available and Mrs Windmill can assist students searching for particular information, resources or advice. Students are encouraged to recommend texts they would like to be purchased by the Learning Resources Centre. Lockers are available outside the LRC for student use. Keys are available from Mrs Windmill.

For the benefit of all users, the Learning Resources Centre is subject to strict rules. Students are not permitted to bring bags, food or drink into the LRC. Nor are you allowed to wear coats. Use of electronic devices such as mobile phones or mp3 players is strictly forbidden. Students who break these rules will be asked to leave and may receive a longer-term ban. Decisions to restrict access to the LRC is entirely at Mrs Windmill's discretion.

The Careers Room

The Careers room is located in the main school building. Mrs Atkins is available to assist students requiring information on university courses, future employment, work experience and so on. For information relating to public examinations, students should see Mrs Glandfield, whose office is located next to the Finance department in the main school building.

The Sports Hall

The Sports Hall is located in the lower field next to the cricket nets. The Sports Hall will be available to Sixth Formers on Wednesday afternoons as part of Sixth Form enrichment. Use of the Sports Hall outside those times is dependent upon availability. In all cases, permission to use the Sports Hall must be obtained from Mr Walden.

Use of Motor Vehicles

Students may travel to school by car, motor cycle or moped but must note that parking is not available on site during the school day. Parking in the vicinity of the school is limited and students are asked to consider this when planning their arrival at school, to avoid being late due to difficulties with parking.

Students who travel to and from school by car, motor cycle or moped are required to submit details of the car make, model and registration number to the school, in order for the owners to be contacted in the case of an emergency. The relevant forms are available in the Sixth Form office and a new form should be completed if any of the details change. **Please note that the school can accept no liability for damages or injury caused by students travelling by private vehicle, which includes the driver and any passenger(s) where appropriate.**

Paid Employment

The School recommends that students undertaking paid employment do not commit themselves to working between Monday and Thursday evening and that any work undertaken between Friday and Sunday evening is limited to a maximum of eight hours. In the lead up to public examination periods, students are advised to cease paid employment in order to appropriately focus on their academic studies.

Students may not undertake paid employment that prevents them from attending any school function. This includes, but is not limited to, all timetabled lessons, extra-curricular activities, evening meetings and social functions. Students that do not adhere to this requirement are in contravention of the Home-School agreement that all students and parents will have signed upon entry to the school. As such, students are recommended to arrange for paid employment to commence at a time that allows them to attend any after school commitments and arrive at work in good time.

Academic Life within the Sixth Form

AS and A2 Levels represent a significant challenge in your academic career and you will find that the transition from GCSE to AS is one of the most difficult academic transitions you will experience. Equally, it is one of the most rewarding periods of your academic career, marking the first opportunity you will have had to specialise in subjects and disciplines that truly interest you.

Your working habits within the Sixth Form will be much more flexible than you will have encountered at GCSE: you are no longer in a timetabled lesson for every period of the school day and have options as to what you do in your study periods and where you do it. Central to success will be your organisational and time management skills. You will all be issued with a planner and you should ensure you use it effectively, seeking help from your tutors and subject staff if needed to achieve this.

For each of your subjects, you are expected to work for the same amount of time per fortnight as the number of lessons you receive. For example, each AS subject is taught for 9 hours a fortnight, such that you should be spending a further 9 hours a fortnight reading, researching, reviewing class notes and making new notes and completing homework tasks.

How successful you are in your lessons is in direct proportion to how much preparation work you have undertaken prior to your lesson. All subjects will give you information on the content of your courses and will tell you what is happening in future lessons. If you aren't set specific work to prepare for a lesson you are expected to be reading ahead in your textbooks, or researching from other sources, in order to arrive at the lesson with an understanding of the content and a secure foundation from which to develop this understanding.

When not in a lesson, you are advised to work in the Learning Resources Centre as the silent environment will be the best atmosphere in which to work. If you need to work collaboratively with other students please use the Common Room. Alternatively, with the permission of the relevant staff, departmental areas may be used, especially when specific resources are needed and only available from the department.

Students who fall behind in their work will be dealt with initially by the relevant departments. Where students fall behind in a number of their subjects, or fail to show an improvement over sufficient time, timetabled Supervised Private Study periods will be allocated, requiring students to study in the Learning Resources Centre, organised by Dr Meek. In such instances, parents and students will be invited to meet with Dr Meek or Mrs Ferguson as appropriate, in order to discuss support strategies.

Essential skills for success

Lessons in the Sixth Form will be vastly different from those at GCSE. Successful A Level students are those that seek to be involved in discussions, offer ideas, ask questions and defend their views. They are attentive when their teachers and peers are offering ideas and will develop the habit of noting down key points, contrasting views and discussion topics as and when they are presented in lessons, rather than being instructed to do so.

Your subject staff will provide you with subject specific advice on essential habits they wish to see in their lessons, but below are essential skills that will assist you in your A Level studies, no matter what the subject:

1. **Be organised:** use your Sixth Form planner to detail what work is set, when it is due and where your teachers have recommended you seek additional information or assistance from;
2. **Establish a work routine and stick to it:** studying a little but often will be more beneficial than studying a lot in infrequent periods. Establish when your commitments are outside of lessons, such as extra-curricular activities, and plan your work around these. Don't forget to include any hours spent in paid employment and ensure you allocate appropriate time to socialise or simply do something other than academic work;
3. **Establish a working environment and use it:** in school you can use the Learning Resources Centre, Common Room and, with permission, departmental areas to work in. Outside of school ensure you have a quiet, private area to work and, if not at home, utilise local libraries and other quiet areas;
4. **Prioritise your work:** having recorded what work you have and what the deadlines are, learn to prioritise your work to ensure you spend the appropriate time on your tasks and avoid the temptation to ignore difficult or less interesting tasks for less urgent, but easier or more interesting tasks;

5. **Seek help:** it would be naïve for you or your subject teachers to think that you will understand everything the first time you encounter it! Having planned your work according to the deadlines, seek help if needed in good time: your teachers won't object to spending time with you to ensure you understand your work, but they will mind if you leave your work to the last minute, don't understand it, don't tell them and submit work late or of a substandard quality;
6. **Use all the resources available to you:** utilise the facilities in your departments, the Learning Resources Centre, journals, periodicals, the internet and your peers;
7. **Set goals and rewards:** nobody likes to persevere with challenging work without rewarding themselves at its completion, so ensure you know what your short and long term goals are and reward yourself appropriately.

Original Work and Plagiarism

You will encounter a large number of new and difficult concepts, ideas and terms throughout your AS and A2 studies. Your textbooks, staff and peers will be able to help you to understand these, but you will naturally also turn to other books, material and the internet to aid your understanding. When doing so, you must be aware of the fine line between utilising the work of others and plagiarising other people's work. When using source material in your work,

- Paraphrase the material in your own words, rather than simply copying or cutting and pasting the entire sentence or paragraph into your work. Paraphrasing allows your teachers to check how well you understand a topic;
- Avoid simply putting together different sections of text from different sources, as it will invariably not read well and 'flow' properly;
- When using the ideas of others, do not simply present them but instead comment on them, developing their ideas into an argument of your own or showing why you think their ideas are not relevant, misplaced or easily dismissed;
- When quoting from other sources, reference where they have come from, rather than simply pretending that they are your own.

Students should be aware that instances of plagiarism will not be taken lightly and, where they occur in work submitted as part of the examination board's assessment process, can lead to the student being disqualified from that particular unit, subject or, in the most extreme cases, from all AS or A2 subjects. Students should also be aware of the ease of which your teachers can spot instances of plagiarism.

Reporting, Monitoring, Mentoring and Progression through the Sixth Form

At the start of your AS courses you will be set Target Grades (TGs). These are based upon your GCSE results and are calculated using a proven national system known as ALPS. By considering the performance of thousands of students across the country and over sufficient years, the ALPS system is capable of setting realistic TGs for you, through comparing the attainment of students at GCSE and their ensuing AS and A2 performance with your GCSE performance. Your TGs may be increased by your subject staff if you demonstrate greater potential than the ALPS system may expect from you.

Your performance will be formally reported to your parents through Progress and Annual Reports and informally through contact between your teachers and parents, if required. Parents Evenings occur in Prior to sitting public examinations, all students will sit mock examinations in all of their subjects, typically in December for January exams and March for summer exams. November and March, following the publication of unit results from the January examination period. The Sixth Form Leadership team will regularly review your progress and where necessary will implement support strategies, which may include subject specific support or more general organisation, management and motivational support.

Continued enrolment in the Sixth Form at Wallington County Grammar School is conditional upon adhering to the Sixth Form Charter and, for transition from the Lower Sixth to the Upper Sixth, achieving a minimum of grade C at AS Level in the subjects studied at A2 Level, which together form a coherent programme of study. Students who fail to meet these conditions will be invited to discuss their future with the Headmaster and Head of Sixth Form, following publication of the AS results in August 2010.

Exam arrangements

Public examinations occur in January and May/June of both the Lower and Upper Sixth. Your subject staff will inform you of the specific requirements for their subjects, when examinations are sat and so on.

Students with questions relating to their examination entries, examination timetable, remarks, retakes and queries of results should see Mr Favreau in the first instance.

Getting involved!

Participation in the extra-curricular activities of the School and the development of an active social life are considered to be essential parts of a student's overall development. Those who have talents in whatever field, including sport, music, art and drama are expected to use them.

As mentioned above, Wednesday afternoons are allocated to sporting and enrichment activities. The school runs Senior teams in Rugby, Hockey, Football and Cricket, as well as competing at Senior Level in Athletics, Cross Country and Chess. The Games staff offer organised sessions on Wednesdays in Rugby and Hockey during the Autumn and Spring terms and Cricket and Athletics in the Summer term. Football training occurs after school with matches at weekends and during the week. House competitions for the Senior sides also occur throughout the year on Wednesday afternoons.

Away from the intensity of sporting competition, Sixth Form students have the opportunity to participate in a variety of clubs and societies. These include the increasingly popular Debating Society, who compete locally and nationally at prestigious venues such as the Oxford Union. Opportunities for involvement in the musical pursuits of the school are many and varied, from the more traditional School choir, wind band, brass, strings and orchestra ensembles, to the increasingly popular annual Battle of the Bands competition.

Those interested in drama have the opportunity to contribute to major School productions, as well as organising, directing and producing plays performed by their particular House in the Festival of House Plays. There have also been Sixth Form specific plays in the past. Initiative is highly valued in the Sixth Form, which has seen Sixth Form students producing their very own Sixth Form Fashion and Talent Show.

Sixth Form students are expected and actively encouraged to take an interest in contributing to the community. With Science College status comes many opportunities for those interested in the sciences to, for example, help youngsters in the local primary schools. Furthermore, many Sixth Form students work with the elderly and disadvantaged people, especially through participation in the Whitgift SNAP project during their summer holidays. Indeed, students intending to read degrees in the fields of Medicine, Dentistry and Veterinary Science are expected to have undertaken appropriate work within the community. Finally, the Duke of Edinburgh Award is offered to students and an increasing number of Sixth Form students are actively involved. Finally, the Sixth Form holds a RAG week early in March to raise money for the school charity.

All Sixth Form students are expected to grasp the opportunities for leadership and initiative presented to them, further aiding their development into young men and women prepared for the challenges that Higher Education and the world of work will present to them. Success within the Sixth Form is not simply measured by academic progress: those who embrace the leadership opportunities available to them enter Higher Education and the world of work more prepared than those who only focus on their studies.

University and beyond

Many of you will already have an idea of the career you wish to pursue and, consequently, the degree you intend to read at university. It is important that if you haven't already begun this process that you do so early on in your Sixth Form career. Your subject staff, tutor and members of the Sixth Form Leadership Team can advise you. You should also visit the Careers Library and seek the assistance of Mrs Atkins, as well as external agencies, parents and friends.

The timetable for the UCAS process is listed below:

Spring Term 2011: Higher Education Evening

Summer Term 2011: Advice on courses, universities and completing the UCAS application form

August 2011:	Publication of AS results and review of university and career aspirations, in light of results
September 2011:	School deadline for all applications to Oxbridge and to Medicine, Dentistry and Veterinary Science degrees
November 2011:	Deadline for all other applications
May 2012:	Confirmation of offers and rejections from chosen degree courses and selection of Firm and Insurance choices
August 2012:	Publication of A2 results and school based support for UCAS Clearing process

All students are recommended to begin the process of researching possible courses, university destinations and careers as early as possible, in order to maximise the time available to undertake relevant research, wider reading, volunteering and work experience.