



# **Lambeth Academy Sixth Form College**

## **Student Handbook 2009/10**

# **Welcome to Lambeth Academy Sixth Form College ...**

*Welcome to Lambeth Academy Sixth Form College.*

*Congratulations on accessing the appropriate pathway that will enable you to have success in the future.*

*We are very pleased that you have made the choice to join us for this challenging next step in your education. We are sure that your experience and end results will prove it was the correct choice for you.*

*Lambeth Academy Sixth Form College is at a very exciting stage in its development which includes the introduction of parity for our Sixth Form students. This involves you being treated as adults within the Academy and having similar responsibilities to the staff. To facilitate this we have asked you to follow a dress code, we have refurbished rooms in the Academy to become shared work areas and all staff are looking forward to the opportunity of working alongside you in this capacity. We believe that these changes in ethos will allow you to achieve your best and develop essential skills that will prove invaluable for your future.*

*We look forward to working together, learning together and succeeding together at Lambeth Academy Sixth Form College.*

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## **SECTION 1: Information for Parents and Carers**

### **How can you support your daughter or son during their Sixth Form experience?**

Many parents feel a little redundant once their child leaves compulsory schooling and are often unsure whether or not their involvement in the educational process is sought or required. From our experience at Lambeth Academy sixth form, we are in no doubt that constant, sympathetic parental support makes an enormous contribution to a student's success. Conversely, the absence of such support can often impede a young person's intellectual and emotional development at a time when despite outward appearances they are experiencing huge life changes and responsibilities.

### **Study facilities at home**

This is obviously an individual preference, but perhaps an ideal would be a student's own private space that they can control and feel comfortable in. This might be their study or bedroom or possibly a shared area with others. The important factor is that it is quiet with minimal distractions.

We understand that that this is not always possible and sometimes compromises have to be made. The minimum requirement is that a student should be able to work in a warm room at a table under good lighting. Some students claim to be able to do certain kinds of work with background music, but those who attempt to "work" with their books on their knees in front of the television are simply wasting their time. Working with others may be necessary in some homes but the level of concentration needed for advanced work should not be underestimated.

### **Study facilities at our Sixth Form College**

There are a range of study facilities made available to our Sixth Formers at Lambeth Academy Sixth Form College and we expect all students to make productive use of their Independent Learning Time. Our LRC facility now offers a specific Sixth Form and Staff space for quiet study, reading and research. The ICT suite (ICT5) is solely for Sixth Formers and Staff, as a shared work space. An exciting new addition to our Study Facilities is our newly refurbished Shared Work Area; a space within which we are looking forward to seeing all of our staff and Sixth Form students working and learning together. All these learning spaces have a variety of resources that will support students in their research and independent study. It is important to remember that Year 12 is very much a year of transition where students have to learn to be self-disciplined, manage their own study time and immerse themselves in their individual subject choices.

### **How much homework?**

This depends on the level and nature of each subject but, in general, most students should aim to spend at least **15 hours per week** out of lessons on assigned work, in addition to background reading and extra study needed for topics causing particular difficulties. Obviously we expect students to spend their Independent Learning Time

at school effectively but they should still anticipate a good deal of time working at home.

### **The importance of attendance and punctuality**

The link between good attendance and academic success is well known. It is for this reason that all students' records of attendance and punctuality will be monitored throughout their time at Lambeth Academy. This information is often requested by prospective universities and employers as an indication of a candidate's level of commitment, motivation and self-discipline.

### **New school day from September 2009.**

The total curriculum will be delivered over an extended day and school year. The school day is as follows:

Start	End	Period
8.20am -	8.30am	<b>Students arrive at school</b>
8.30am -	9.20am	<b>Period 1</b>
9.20am -	10.10am	<b>Period 2</b>
10.10am -	10.45am	<b>Period 3 Tutor time / assembly</b>
10.45am -	11.05am	<b>BREAK</b>
11.05am -	11.55am	<b>Period 4</b>
11.55am -	12.45pm	<b>Period 5</b>
12.45pm -	1.35pm	<b>LUNCH</b>
1.35pm -	2.25pm	<b>Period 6</b>
2.25pm -	3.15pm	<b>Period 7</b>

### **Attendance and Punctuality**

We expect all Sixth Form students to arrive at school between 8.20 a.m. – 8.30 a.m. so that they are prompt for Period 1 that begins at 8.30 a.m. Students will be expected to attend all tutorial sessions (10.10 a.m. – 10.45 a.m.) and all lessons; this will be rigorously enforced.

Subject teachers spend a great deal of time preparing lessons and are entitled to expect students to arrive punctually. They are entitled to refuse entry to any student who arrives ten minutes late to their lesson, without written authorisation.

Dental and medical appointments should be made outside of school hours and no holidays will be permitted during term-time. Leave for non-medical emergencies must be requested to the Principal well ahead of any planned absence and is only granted in extreme circumstances.

### **Meetings for Parents and Carers**

Parents' Evening and Academic Review days provide opportunities to meet the student's subject teaching staff as well as the Sixth Form Tutor team. By prior appointment, the Sixth Form Team, subject teachers and form tutors are also available for meetings during the year. Please do contact us if you have any questions or concerns regarding any aspect of Sixth Form life. You will find the contact details in Section 6.

## **SECTION 2: Our Home-Academy Agreement - Expectations of Everyone**

### **Here's what we'll provide for you ...**

- Opportunities to gain valuable experience in working with others both in school and on sixth form work experience
- Strong pastoral support from the sixth form team
- Assistance with the completion of UCAS
- Monitoring your progress with target setting and predicted grades
- Many opportunities to join in social activities such as theatre trips, Sixth Form events etc.
- Trips abroad – we have already successfully run trips to Paris, Moscow, Seville and more
- Opportunities to contribute to a range of performing arts and sporting activities
- Opportunities to show leadership and organisational skills by becoming involved with the Sixth Form Council, Senior Prefect duties, mentoring and tutoring younger students by being Co-tutors or Peer Educators
- Visits to a variety of institutions related to your individual subjects or the Sixth Form
- And lots more ...

### **Here's what we'll expect from our students ...**

- Excellent punctuality and attendance
- All are expected to be on time to all lessons and attend all tutorial sessions (10.10 a.m. – 10.45 a.m)
- A commitment to hard work
- Excellent behaviour
- Effective management of their own time
- Following the Sixth Form dress code – smart business dress
- An involvement in at least one extra-curricular activity or event
- Notes from parents/carers for all absences
- Attendance to and involvement in all conferences, Drop Days and talks when part of cross-curricular events
- All subject coursework and UCAS deadlines are met

## **SECTION 3: Attendance, Punctuality and Sickness Policies**

### **The Trial Period**

For the first term (six weeks) of their Sixth Form experience, ALL students (Years 12 and 13) will be expected to successfully complete a Trial Period. During this time, it has been made clear to all students that we will expect students to be totally committed to their acceptance of a place at Lambeth Academy Sixth Form College.

This means that ALL students will be expected to display this commitment by:

- Meeting the minimum attendance requirement of **92% or above**
- Adhering to the **smart business dress** code
- Behaving as young adult learners around the Academy, making every effort to **work to the best of their abilities** in all lessons

It has been made extremely clear to all Sixth Formers that a failure to meet the above expectations will result in the student being **asked to leave the Academy** and find alternative pathways that are more suitable.

### **Attendance Policy**

#### **Departmental Actions – the KS5 teachers:**

At the end of each day our KS5 subject teachers are required to check the registers for any student who has missed their lesson. If the student has only been absent for the subject teacher's lesson then it is the responsibility of the subject teacher to investigate the reason and issue a departmental sanction. If this pattern of absence continues, it is the subject teacher's responsibility to follow Departmental Procedure and inform their Director of Learning to take appropriate further action.

For monitoring purposes, subject teachers and DOLs are all advised to keep Form Tutors notified of any actions and sanctions.

#### **Pastoral Actions - the Sixth Form Tutor Team:**

If the student has been absent for the **whole day** then this becomes a Pastoral Team concern and the Tutor will telephone home to find out why this absence has occurred. Sixth Form Tutors will monitor their tutees' attendance on a daily basis to see if any action is necessary. Tutors will be required to submit weekly attendance information so that the Sixth Form Leadership Team can closely monitor students' attendance and punctuality.

If tutors are provided with no viable reasons for a student's absence, then the student will move onto the **Pastoral Stage System** (detailed below).

### **The Pastoral Stage System**

If a student fails to meet the targets set at a specified stage, they will move onto the next stage. Once the student meets their targets they will of course, be taken off that stage.

- **Stage One**

A meeting will be called between the **student and their Form Tutor** where the student will be set specific targets and be placed on target report. The report will need to be signed by subject teachers, form tutor and parent on a daily basis. The form tutor will monitor this report and the targets will be **reviewed after one week**. Form Tutors will issue a letter home to parents and will notify the Sixth Form Leadership Team. If targets are met they will no longer remain at that stage.

- **Stage Two**

The form tutor will call a meeting with the parents/carers and the subject teachers to discuss the student's progress and set targets. Form Tutors will issue a Stage Two Letter home accompanied by a copy of the targets set. The Form Tutor will also notify the Sixth Form Leadership Team. These targets will be **reviewed after two weeks**.

- **Stage Three**

The Deputy or Director of Sixth Form will invite parents/carers, student and Form Tutor to attend a formal meeting; subject teachers may be invited, if relevant. During this meeting, final targets will be set and **reviewed after one week** by the Deputy or Director of Sixth Form. A Stage Three letter will be sent home accompanied by the copy of these targets.

Failure to meet these Stage Three Final Targets will result in the student being withdrawn from public examinations and being asked to leave Lambeth Academy Sixth Form College by a member of the Academy Leadership Team.

### **Punctuality policy**

During your time at the Academy, you will be viewed as young adult learners and, as such, will be expected to take responsibility for your attendance and punctuality. Therefore, wherever it is possible, lateness should be explained beforehand to your Form Tutor and the appropriate teacher so that it can be noted. If you are going to be late it is vital that you call to notify your teacher and your tutor.

To do this you should follow the steps below:

- Email your Form Tutor (see section 6 for contacts) OR telephone 0207 819 4700
- Press the number allocated to Attendance – 1
- Leave a message stating your name, your tutor's name and the teacher(s) name of the lesson you will be missing if appropriate. Also state the reason for the lateness.

If you are late for a lesson at any point during the day you will be expected to make this time up. You will be expected to make this time up in your break time, free periods or after school if necessary.

Subject teachers are entitled to refuse entry to any student who arrives 10 minutes late to their lesson, without written authorisation. This lesson should be expected to be completed at another time and subject teachers will notify tutors of the action taken.

If you are **late to more than two lessons within a subject each Module** then you will be expected to have a meeting with the subject teacher to set targets about punctuality and have this monitored more closely. Persistent lateness to lessons/tutorials will begin **Pastoral Stage System procedure**.

### **Sickness Policy:**

If you are ill you must do the following **for each day/lesson** you will miss due to the illness.

To do this you should follow the steps below:

- Email your Form Tutor (see Section 6) or call 0207 819 4700
- Press the number allocated to Attendance - 1
- Leave a message stating your name, your tutor's name and the teacher(s) name of the lesson you will be missing. You must also state whether you expect to be well for the next day.

Any days that are not supported by parental consent or a Doctor's note will be treated as truancy and the **Pastoral Stage System** procedure will begin.

## **SECTION 4: Behaviour and Dress Codes**

### **Behaviour**

The Lambeth Academy Sixth Form College is committed to creating an atmosphere of mutual respect and shared values in which effective learning can take place and all students can flourish.

Sixth Form students and staff who teach them operate within the same behaviour framework as the rest of the school. They must take responsibility for keeping the Shared Work Areas clean and tidy, leaving all teaching and communal areas as they would wish to find them.

Students who fall below expectations on behaviour will be placed on to the **Pastoral Stage System**.

### **Our Sixth Form College Dress Code – Smart Business Dress**

As all students are aware, all the staff will now view our Sixth Formers as young adult learners at the Academy and will be treating them as such. We therefore have introduced smart business dress code for **all sixth formers**.

Our expectations of **all our Sixth Formers** are as follows:

- skirt or trouser suits are obviously ideal business dress and are strongly encouraged
- smart shoes or boots (black, brown)
- trousers or smart skirt of a reasonable length/smart dress (blue, black, brown, grey)
- smart shirt or blouse (ties are optional)
- smart jumpers and cardigans

Due to these high expectations, we therefore **do not expect** to see the following:

- jeans
- trainers (in any form)
- leggings
- hooded tops
- tracksuits
- baseball caps/hats
- t-shirts
- polo-shirts (acceptable with jumper or cardigan over the top)
- short tops revealing a bare midriff
- untidy or low cut trousers
- very high heeled shoes

Our aim is for all students to dress smartly at all times. You are our role models for younger students and are expected to dress as such. Parents/Carers - please encourage your daughter/son to act on this advice. Students who arrive at the Academy inappropriately dressed will be sent home to change.

Students who need to take part in PE or Performing Arts lessons should bring in a change of clothing. Certain practical subjects will also require appropriate clothing that will be clarified by individual subject teachers

### **SECTION 5: Teaching and Learning at Lambeth Academy Sixth Form College**

Teaching and Learning is the most important aspect of any educational environment and this is true at Lambeth Academy. The teaching and learning which takes place during Sixth Form lessons is fundamental in developing students capable of moving on to University or into the world of work. The knowledge, skills and understanding gained in this time is imperative when developing independent learners outside of the classroom.

Due to the level of importance we place in teaching and learning, a programme to develop teaching and learning within the Sixth Form will be piloted during this academic year. This programme will help students and staff co-construct a learning environment which will help will be the envy of every other Post-16 establishment.

The programme is detailed over the next two pages and the timeline should give all students, staff and parents an opportunity to understand the amount of time and energy being invested to achieve our vision.

## **Elements of the Teaching and Learning Programme**

### **Review Panel**

A panel made up from staff and students to review material used within lessons and help evaluate the teaching and learning. The panel will be involved in all aspects of the rest of the programme and will help with observations.

### **Learning Walk**

These will be conducted by the Sixth Form Pastoral Team during three occasions in the academic year. No full observations will be conducted during this time but a variety of lessons will be seen across a morning or afternoon session.

### **Triad Observations**

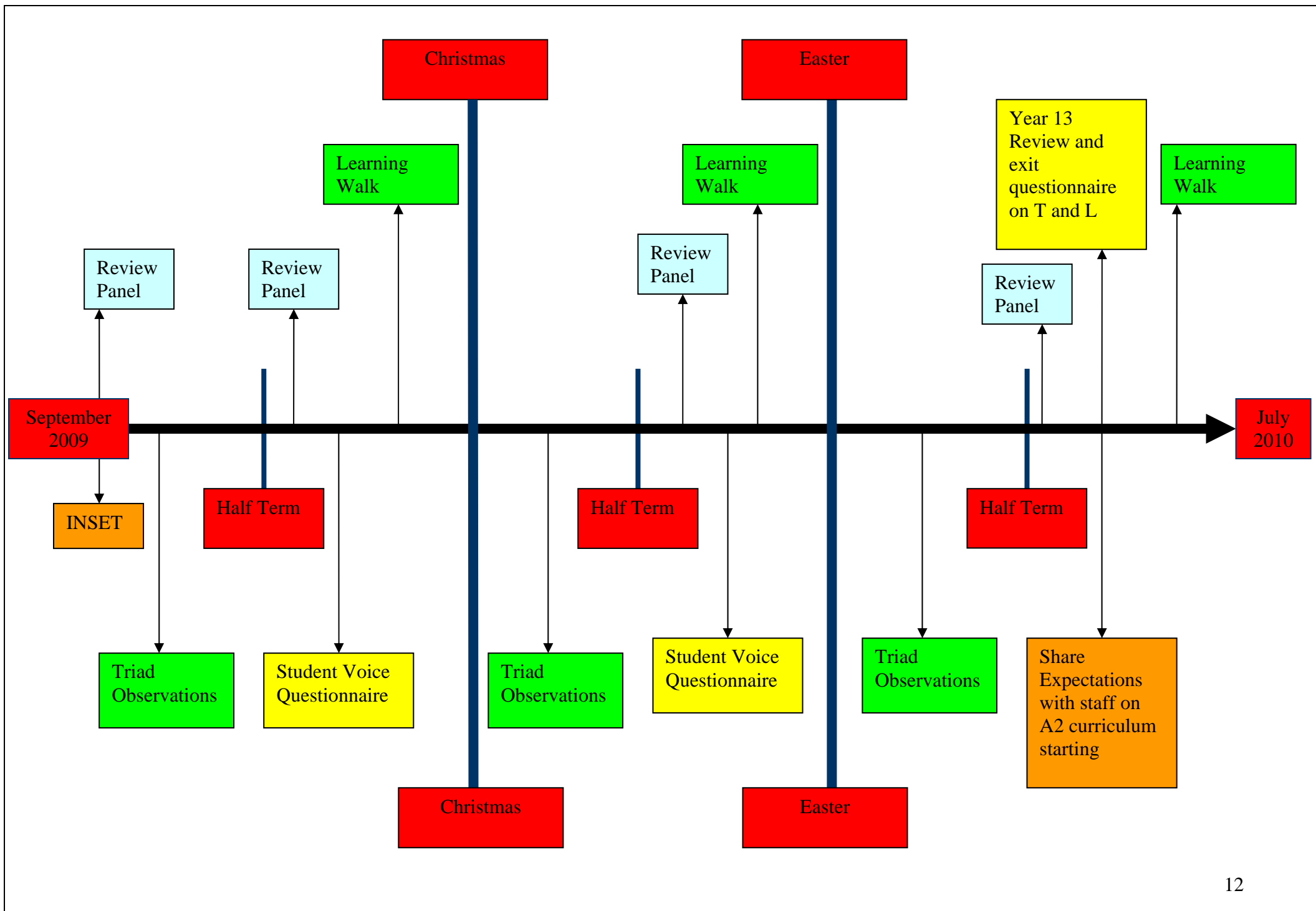
All sixth form teaching staff will work in groups of three to observe and feedback on each others lessons. Teaching staff will have the opportunity to observe two different teachers each term and will be observed by those same teachers each term.

### **Student Voice Questionnaire and Year 13 Review**

Student Voice is a vital element of developing our Sixth Form and although selected students will be on the review panel it is important to ask all students opinions on the teaching they are receiving. Results will be collated and will assist in giving a clear picture of the teaching and learning in the Sixth Form.

### **Inset and shared expectations**

The Inset Day in September 2009 will be the launch point for all the Sixth Form policies and practices. A clear focus will be given to developing teaching and learning with Triad groups being formed and resource pack been presented to all sixth form staff. The shared expectations session will be for all KS5 teaching staff after the AS examinations have finished. All KS5 teaching staff will be clear about what they have to achieve and will have the one week break after exam period to prepare lessons, order resources etc.



## **SECTION 6: Sixth Form Pastoral Team and contacts**

Matthew Burfield  
Director of Learning – Sixth Form  
[matthew.burfield@lambeth-academy.org](mailto:matthew.burfield@lambeth-academy.org)

Victoria Lester  
Deputy Head of Sixth Form  
[victoria.lester@lambeth-academy.org](mailto:victoria.lester@lambeth-academy.org)

Richard Collis  
Year 13 Tutor (13A)  
[richard.collis@lambeth-academy.org](mailto:richard.collis@lambeth-academy.org)

Louise Williams  
Year 13 Tutor (13B)  
[louise.williams2@lambeth-academy.org](mailto:louise.williams2@lambeth-academy.org)

Janice Akinsoyinu  
Assistant Tutor (Year 13)  
[janice.akinsoyinu@lambeth-academy.org](mailto:janice.akinsoyinu@lambeth-academy.org)

Pauline Blackwood  
Year 12 Tutor (12A)  
[pauline.blackwood@lambeth-academy.org](mailto:pauline.blackwood@lambeth-academy.org)

Mary Dodd  
Year 12 Tutor (12B)  
[mary.dodd@lambeth-academy.org](mailto:mary.dodd@lambeth-academy.org)

Ana Jacas  
Assistant Tutor (Year 12 - Level 2)  
[ana.jacas@lambeth-academy.org](mailto:ana.jacas@lambeth-academy.org)

Dipesh Modha  
Year 12 Tutor (12C)  
[dipesh.modha@lambeth-academy.org](mailto:dipesh.modha@lambeth-academy.org)

Emma Templeman  
Year 12 Tutor (12D)  
[emma.templeman@lambeth-academy.org](mailto:emma.templeman@lambeth-academy.org)

Lee Donaghy  
Year 12 Tutor (12E)  
[lee.donaghy@lambeth-academy.org](mailto:lee.donaghy@lambeth-academy.org)

Ann Horton  
Year 12 Tutor (12F)  
[ann.horton@lambeth-academy.org](mailto:ann.horton@lambeth-academy.org)

Dan Blakemore  
Assistant Tutor (Year 12 – Level 3)  
[dan.blakemore@lambeth-academy.org](mailto:dan.blakemore@lambeth-academy.org)

Lorna Ann Spence  
Assistant Tutor (Year 12 – Level 3)  
[lorna.spence@lambeth-academy.org](mailto:lorna.spence@lambeth-academy.org)

## **SECTION 7: Sixth Form Tutorial Programme**

This Academic Year the Academy is launching its **Vertical Tutoring Programme** and our Sixth Formers will be given opportunities to be part of this throughout the year.

Our Sixth Formers will be expected to attend a **Sixth Form Assembly** once a week. These assemblies will aim to be student-led as much as possible and involve the Form Tutors. Assemblies will also provide us with the opportunities to showcase any guest speakers and outside agencies who wish to address our Sixth Formers.

**Sixth Form Tutorial sessions** will cover a range of subjects and topics to enrich every student's experience at the Academy and to help all students become more independent learners.

Sixth Form tutorial sessions will take place with the Sixth Form tutors at least twice a week (for Level 3 students) and every day (for Level 2 students).

Therefore, our Level 3 students will be attached to their Vertical Tutoring group twice a week. As our role models for our younger students, we obviously expect you to take on roles and responsibilities within the Academy to ensure an enriched and varied experience of Sixth Form life. Whilst involved in the Vertical Tutoring programme our Sixth Formers will be given the opportunities to become either Peer Educators or Co-Tutors.

The Vertical Tutoring Programme will be as follows: -

<b>HOUSE</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Gamma</b>	DEAR	Assembly	PLTS	Celebration	Academic
<b>Delta</b>	DEAR	Academic	Assembly	PLTS	Celebration
<b>Sigma</b>	DEAR	Celebration	Academic	Assembly	PLTS
<b>Omega</b>	DEAR	PLTS	Celebration	Academic	Assembly

## **SECTION 8: Work Experience and Part time employment**

### **Work Experience**

Previous students have gained work experience in the city with our links to The Brokerage and further work experience is developing from the UK Career Academy.

We have also allowed students to arrange their own placements and spend two weeks on work experience after they have completed their exams in the summer term.

This has proven to be a most valuable and rewarding opportunity and we have recently sent students to experience a wide range of career areas. Students value this opportunity to explore particular career paths which contributes to their candidacy when making applications to universities in Year 13.

We ask students to make their own provision for work experience and your daughter/son should begin planning for this during January of Year 12. Students must complete their work experience before progressing into year 13.

Work Experience opportunities are in addition to the Community Development Opportunities (CDO) we expect our students to undertake. Many students arrange to carry out voluntary work in the local community; some previous examples include helping in a local Primary School, assisting in a play scheme for disabled children and working in a local hospital. All our students are encouraged to participate in as many opportunities as possible to develop a broad range of skills and experience.

### **Extra-Curricular Support**

We also encourage students to take an active role with the lower school. They might act as peer mentors, help with homework clubs, run and participate in societies and clubs as well as numerous performing arts and sporting activities.

### **Part-time Employment**

We recognise some part-time work is desirable as a useful experience of working life and as a source of much needed cash. A weekend job can be beneficial but do check the pay carefully as there is no doubt that some unscrupulous employers in London pay unacceptably low wages. The real problem for students is that many part-time jobs are now much longer than eight hours on a Saturday; often they involve the whole weekend or most weekday evenings until late at night. Students working on such a scale are inevitably tired the following day at school and have little time for homework or revision.

Being a student is a demanding full-time occupation and over-long part-time employment is bound to have an adverse effect on college work. Due to their commitment to full-time education, please ensure that any employment decisions are made with careful consideration. On no account must students undertake part-time employment **during school time**.

## **SECTION 9: Examinations and Reporting**

### **Examinations**

Students sit external public examinations in each of their subjects during the summer term of Year 12 (Advanced Subsidiary or AS) and in June of Year 13 (A2). In certain subjects, students may take modular units at other times of the year, usually in January. The school examinations officer will formally notify students if this is the case.

In addition, the school provides internal mock examinations in each subject area. These examinations are very important for two reasons: firstly, they provide students and parents with a useful indicator of each student's progress; and secondly, the results contribute to the overall profile of the student helping to produce estimated

grades and references. This information is then provided to potential universities via the University and College Admission Service (UCAS)

Many students will not have taken extended and rigorous written papers before and unless they have prepared adequately, the examinations can be quite a shock! The AS examinations are particularly important since references for application to Higher Education need to be written soon afterwards and the results have a major role in determining estimated grades.

It is worth noting that a student's progress into Year 13 is not automatic but is subject to satisfactory completion of the AS modules (Grade D or above).

### **Examination entry policy – re-taking units**

If a student requests to re-take a specific unit they will be asked to pay. These may be taken in the January or June sessions. If a student is clearly unable to pass an examination in a particular subject we will reserve the right not to enter them. Students who also fail to make satisfactory progress through absence (minimum of 92% attendance) or failure to complete coursework or class assignments are not entered for examinations.

### **Reporting to Parents**

Modular reports are sent to parents six times a year and these give an estimated working grade, a mark for class effort and a mark for homework effort for each subject being studied.

Parents will also receive one full report per year which will have comments from each subject area and will also set targets for students.

## **SECTION 10: Higher Education and Careers**

It is an expectation that all students completing Level 3 courses at the Academy will apply to University through the UCAS system during Year 13. We are obviously not forcing anyone to go to University but we want all students to have the option once they have received their grades to either take up a University place or defer it for one year.

### **IntoUniversity Offer**

IntoUniversity are an organisation who works throughout many London boroughs including Lambeth. Our previous work with them in 2008 included University Focus Days where students had the opportunity to visit UCL and Imperial University and work with IU staff and university students/staff. In 2009 we followed a similar programme, this time with the IntoUniversity team at Greenwich University. All students have found these experiences invaluable insights into University life.

A range of opportunities will be offered to students through IntoUniversity including a repeat of the University Focus Days with another opportunity included to see a large campus university outside London.

IntoUniversity will offer assistance with UCAS applications, arrange mentoring to take place and will also offer intensive courses to help students with applications to HE institutions' aside from the UCAS application like Oxbridge.

Our students are welcome to go for advice or study support at the IntoUniversity Centre. The address is IntoUniversity Lambeth, Centenary Hall, Cottingdon Street, SE11 4RZ or to contact them by phone: 0207 820 9195.

## **The UCAS Tariff**

### **What is the UCAS Tariff?**

- It is a points system used to report achievement for entry to higher education (HE) in a numerical format
- It establishes agreed comparability between different types of qualifications
- It provides comparisons between applicants with different types and volumes of achievement

### **How does the tariff work?**

- Points can be aggregated from the different qualifications included in the Tariff
- There is no ceiling to the number of points which can be accumulated
- There is no double counting – applicants cannot count the same or similar qualifications twice
- Achievement at a lower level will be subsumed into the higher level, i.e., AS points will be subsumed into the A level points for the same subject. The same principle applies to Scottish Highers and Advanced Highers, VCE A levels and Double Awards, Key Skills and Music awards at different levels or grades
- All certificated Key Skills in Application of Number, Communication and IT will attract points whether achieved through proxy or not

### **Do students points scores give them an entitlement to entry into HE?**

- No. Students can assemble points in a variety of ways and not all of these will necessarily be acceptable for entry to a particular HE course. The achievement of a points score therefore does not imply an entitlement to entry, and many other factors are taken into account in the admissions process

### **Any more questions?**

- Up to date information on the Tariff can be found on the UCAS website at [www.ucas.com/students/ucas\\_tariff/](http://www.ucas.com/students/ucas_tariff/)
- Alternatively, contact the UCAS Qualifications Hotline on:
- Tel: 0871 4680472
- Or:
- E-mail: [qualsequiries@ucas.ac.uk](mailto:qualsequiries@ucas.ac.uk)

The tariff below shows all the qualifications and UCAS points offered for any qualification which is offered by the Academy. When searching for University courses please refer to this tariff to check you are on track to receiving the correct amount of points required.

Points Score	GCE Qualifications		BTEC National	AEA	Points Score
	AS Level	A Level	Award	Advanced Extension Awards	
120		A	D		120
100		B			100
80		C	M		80
70					70
60	A	D			60
50	B				50
40	C	E	P	D	40
30	D				30
20	E			M	20

## **The Career Academy**

Lambeth Academy has been approved to run a Career Academy with our BTEC National Award: Personal and Public Finance Students. The students will go through a thorough application process, where a lucky few will gain a place on this highly sought after programme.

On this extremely high-profile and nationally recognised programme, students combine study with focused industry specific learning, occurring in the workplace.

The Lambeth Academy Career Academy is a programme run in partnership with Career Academies UK, an organisation which leads and supports a national movement of employers, schools and colleges, working to raise the aspirations of Key Stage 5 students who are considering a career in Business.

The programme is designed to provide young people with extensive and engaging work-based learning during their studies:

- Guru-Lectures from respected individuals
- Workshops in high-profile companies in the City of London, and Canary Wharf
- The possibility of students having a professional mentor who works in the world of business

**The programme will also include students being given a 6-week paid internship in the summer of Year 12, where they will work in a role designed to closely match their career ambitions.**

The aim is to develop young people into confident and employable individuals, with experience in their chosen field.

The Career Academies UK model aims to revolutionise partnerships between employers and schools, transforming the lives of the Key Stage 5 students who are given the opportunity to take part. The Career Academy runs alongside a professionally delivered vocational qualification, enabling students to develop a broad business-based knowledge.

This is a landmark programme for Lambeth Academy, and the students who were successful in gaining a place for 2008-2010 are already starting to see the benefits of this prestigious programme

For further information about this programme please feel free to contact Mr Dan Blakemore at Lambeth Academy.

## **SECTION 11: Educational Maintenance Allowance (EMA)**

This is for full-time students aged 16 – 18 years and studying in the Academy. Eligible students receive allowances of up to £30 per week with additional bonuses for meeting course targets. Students can apply through the Academy.

Students who believe they are eligible for EMA should collect an application pack from the Office. Complete the enclosed paperwork and send it to the address supplied in the pack. If you are indeed eligible you will receive a certificate back which you need to bring in to the Academy and give in to the Office. You will then be asked to sign Contracts 1 and 2 with the school which ensures you understand all the terms and conditions of EMA payments.

EMA will only be paid to students if they meet our minimum attendance requirement of 92%. Attendance will be expected to all subject classes, assemblies and Sixth Form tutorial sessions. This includes punctuality to all of these and will be strictly enforced to ensure that students are receiving only what they are entitled and is a legal requirement.

### **SECTION 12: Citizenship Opportunities at the Academy**

Citizenship at Lambeth Academy is encompassed in 7 strands, each of which is listed below with a short explanation. Citizenship concepts and understanding forms the core of your learning and offers you experiences which you would otherwise not have. Please take advantage of the programme in place and feel free to add ideas to it at any point. The first four sections are provided by the Academy and hope to give all of you a universal citizenship entitlement. The last three sections are equally as important but need to be student-led so we are waiting for your ideas.

#### **Learner voice and representation**

All students will get an opportunity to have a democratic experience at Lambeth Academy Sixth Form. This has already begun with our Student Voice Forum and various committees last year but continues with more committees and councils forming to decide on critical matters of our development. Selected students will be involved with the Teaching and learning programme taking place in the Sixth Form whereas others will be asked to consult with the Whole School Council.

#### **Qualification and Accreditation opportunities**

At the moment we offer AS Critical Thinking as a route to a qualification in citizenship. All AQA Bacc students will complete the AS Critical Thinking. This will develop with AS/A2 Citizenship being offered as well as the AS Extended Project (2010 onwards).

#### **Citizenship tutorial programme**

As our role models for our younger students, we obviously expect all of our Sixth Form students to take on roles and responsibilities within the Academy to ensure an enriched and varied experience of Sixth Form life. Within their roles in the Vertical Tutoring programme, our Sixth Formers will be given the opportunities to become either Peer Educators or Co-Tutors.

#### **Enrichment programme: Community Development Opportunities (CDO)**

We encourage all students to be involved in our Academy community and our wider community while studying at Lambeth Academy Sixth Form College. However, although the tutor team will be happy to help their tutees arrange an enriching CDO

role/responsibility, please be advised that the onus is on the student to seek our opportunities that would be the most suitable and rewarding. Enriching experiences do not just stop at the CDO programme and students are actively encouraged to be involved with their Academy community as prefects, council members and ambassadors.

### **Citizenship events**

You are encouraged to arrange citizenship events which can range from large conference events to smaller seminar based activities. You are expected to take control of this section so try to come up with ideas. This will not only help develop skills and understanding but looks great on a CV or UCAS personal statement.

### **Voluntary and community activities**

The Community Development Opportunities will help you with this strand of Citizenship. However, you are expected to take control of this section so try to come up with ideas. This will not only help develop skills and understanding but looks great on a CV or UCAS personal statement.

### **Practical Investigation Projects**

You are expected to take control of this section so try to come up with ideas. This will not only help develop skills and understanding but looks great on a CV or UCAS personal statement.

**SECTION 13: STUDENT TERM DATES 2009/2010**

<b><u>TERM</u></b>	<b><u>START DATE</u></b>	<b><u>FINISH DATE</u></b>
<b>Term One</b>	<b>Monday 7 September 2009 – Year 7 only Tuesday 8 September All Year Groups</b>	<b>Friday 23 October 2009</b>
Holiday	Monday 26 October 2009	Friday 30 October 2009
<b>Term Two</b>	<b>Tuesday 3 November 2009</b>	<b>Friday 18 December 2009</b>
Holiday	Monday 21 December 2009	Friday 1 January 2010
<b>Term Three</b>	<b>Tuesday 5 January 2010</b>	<b>Friday 12 February 2010</b>
Holiday	Monday 15 February 2010	Friday 19 February 2010
<b>Term Four</b>	<b>Monday 22 February 2010</b>	<b>Tuesday 30 March 2010</b>
Holiday	Friday 2 April 2010	Friday 16 April 2010
<b>Term Five</b>	<b>Monday 19 April 2010</b>	<b>Friday 28 May 2010</b>
Holiday	Monday 31 May 2010	Friday 4 June 2010
<b>Term Six</b>	<b>Monday 7 June 2010</b>	<b>Friday 23 July 2010</b>

**INSET DAYS**

**Thursday 3 September 2009**  
**Friday 4 September 2009**  
**Monday 2 November 2009**  
**Monday 4 January 2010**

**Wednesday 31 March**  
**Thursday 1 April 2010**  
**Thursday 1 July 2010**  
**Friday 2 July 2010**

**Academic Days – Tuesday 3 November 2009 and Monday 6 July 2010**