



OXFORD HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

SIXTH FORM 2018-2020

LEADERSHIP TEAMWORK
DEBATING DRAMA TRIPS
SPORT STUDY SKILLS CAREERS
360 PROGRAMME UCAS GDST
INTERNSHIPS SCHOLARSHIPS
YOUNG ENTERPRISE MUSIC EXTENDED
RESEARCH MENTORING
COMMUNITY LEADERSHIP GAP YEAR



A Guide to the Sixth Form

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WELCOME TO THE SIXTH FORM AT OXFORD HIGH SCHOOL

Congratulations on your GCSE results. We are delighted to welcome you into the Sixth Form at Oxford High School. We know that you will have a fantastic time in the course of your final two years at school and that you will take advantage of everything the 360 Programme has to offer.

You have already proved yourself to be a successful and hardworking student over a wide range of academic subjects and co-curricular activities. Your commitment to yourself, your studies and the community in school and beyond over the next two years will determine your future success. We are here to help you achieve the qualifications and develop the qualities needed so that you too can take your place among Oxford High School's amazingly diverse and successful alumnae in the next phase in your life, whatever that may be.

This guide gives you an overview of your time in the Sixth Form. There are opportunities, responsibilities and benefits to being in our Sixth Form and we know you will make the most of your time here. We are proud of the achievements of each one of you, and it is your contributions that form the unique institution that is the Sixth Form at OHS.

Look after this guide, it contains lots of information which you will find helpful now and in the course of your Sixth Form life. Please show it to your parents and **keep them informed**.

We hope that you will find this guide useful. If, at any time you have a suggestion to make about this guide, do not hesitate to come and let us know.

Please could you and your parents sign the form at the back of the guide to be returned to your form tutor.

Dr Philip Hills
Headmaster

Miss Rachael Pallas-Brown
Assistant Head, Director of Sixth Form



WELCOME LETTER FROM PREFECTS

Dear Sixth Formers,

Welcome to the Sixth Form! Your days of uniform and sitting downstairs in the library are dead and gone, and an entire world of tea and coffee opportunities has opened up to you. But, on a more serious note, there is more to Sixth Form than just cake and banter with teachers (but mainly it's the banter). You'll soon discover, if you haven't already, that our teachers are hugely passionate about their subjects (and us - Yay!) and have literally been waiting since you were in Year 7 to go into more depth. Expect many heated (but respectful) debates, made easier by the smaller class sizes, and you will find that they'll ask you as many questions as you'll ask them- because they really want to know our opinions. The great thing about Sixth Form is that everyone involved has a genuine and deep interest in the subject being studied, so never again will you walk into a class with a slight feeling of dread (we've all been there).

The independent work can take a little bit of getting used to (unfortunately the last minute trick doesn't really work anymore, as we know from painful experience), but as long as you try your best to stay on top of things, everything will be fine. It can be a stressful time, especially as A-levels loom, but if you ever need to chat, we and the teachers are never far away (unless they're on the third floor, in which case we suggest you have a rest halfway up). Don't panic if your marks are lower than you were expecting straight away - A-level technique is tricky and our teachers mark quite 'specifically', so by the time you're doing your actual A-levels, you're completely used to the standards.

We suggest you immerse yourself in Sixth Form, as you'll get what you give, and the 360 Programme is a great way to take advantage of everything that OHS offers, whether that's developing academic interests or getting involved in the school. Do some wider reading around your subject about something you're really interested in, become part of a Young Enterprise Group or a Sports Leader, or even apply to be a House Leader or a Prefect. You will also have the opportunity to run clubs and societies for the younger years, which is a fantastic way to improve leadership skills and become a role model to younger years. OHS is full to the brim with opportunities, so make the most of them! Of course, it's important to make sure you don't have too much going on, so manage your time well, and don't be afraid to say 'no' sometimes.

Finally, just make the most of these years. They rush straight past without giving you much time to really appreciate them, but we're sure you'll have lots of fun and make loads of great memories here. See you in the common room!

Love,
The Prefects 2018-19



I. SCHOOL PURPOSE

- OHS leads the way in educating high-achieving girls, who have the drive and determination to change the world for the better.
- We develop resourceful girls who are unafraid of challenge, with the confidence to lead and the self-assurance to question. We value creativity.
- We are a friendly and down to earth school, where every girl is encouraged to find her own voice.
- Through inspiring teaching and warm relationships, girls are encouraged to make the most of their individual strengths.
- We encourage every girl to reach her academic potential while learning skills for life through a broad range of cultural, spiritual and sporting opportunities.
- We are the longest established girls' school in Oxford and we have a committed, outward-facing approach to our community.

All GDST schools share a common set of values that support our aims.

GDST VISION & VALUES

Vision

We have one vision: to be pioneers in, and shapers of the future of, girls' education; and one purpose: to help every girl fulfil her potential and her dreams.

Values

- We always put **Girls First**.
They are the focus of everything we do.
- We are **Fearless**.
We act and speak with conviction and commitment and we are not afraid of thinking differently.
- We are **Forward-thinking**.
We stay ahead through purposeful innovation.
- We are a **Family** of schools.

We support each other and share our learning across our unique network.

2. The School Day

Punctual attendance is required of all students and this includes attending two registrations a day: at 8.40am and at 1.35pm (beginning of period 7). Afternoon registration will be taken by your teacher if you have a lesson in period 7. If you do not have a lesson in period 7, you must go to the Crush Hall at 1.35pm to be registered by Mrs



Peel. If you have no lessons in periods 9 and 10 you are able to leave school after afternoon break at 2.50pm, signing out at Reception, provided that your parents have given permission by signing the sheet at the end of this handbook.

You must be on the school premises from 8.40 a.m. to 11.50am every day and may only leave school during this time with permission from Miss Pallas-Brown, Director of Sixth Form. Please come and ask, collect an exeat slip, and then sign out at Reception. A letter from home is needed for routine dental and medical appointments and any other requests for absence during school hours, including attendance at university Open Days. These letters need to be brought into school at least 48 hours in advance of any appointment.

You are allowed to go out temporarily at lunchtime, from the end of period 5 returning in time for period 6, as long as you have checked you are not needed and have signed out at Reception. Please sign in again on your return. It is ESSENTIAL that we know who is on the premises in the event of an emergency, so please remember to do this. Please write clearly and legibly.

From January, Year 13 girls who have a block of non-timetabled lessons may apply for study leave to work at home, coming into school later in the morning or leaving earlier in the afternoon by writing a letter, signed by your parents, to Miss Pallas-Brown, Director of Sixth Form. Further information about this will be provided nearer the time.

IF YOU ARE LATE IN THE MORNING YOU MUST SIGN IN AT RECEPTION.

2.1 Attendance

If, at any time, you are ill and/or away from school and you miss morning registration, we need a phone message from home **before 8.30am** to let us know how and where you are. Any period of absence, even for only half a day for whatever reason should be explained in a note from your parents, addressed to your form tutor, as soon as you get back. Keep a record of your absences in your school planner.

Please note that absence for holiday purposes during term is not permitted and can seriously disadvantage students in the Sixth Form.

Any request for absence known in advance should be made to Miss Pallas-Brown in writing. If you miss any lessons, it is necessary to catch up as soon as possible otherwise a very sketchy and unsatisfactory understanding of the course can result. Nothing quite makes up for being in the lesson.

3. Health & Well-being

Our aim is to work with you to keep you as healthy and happy as possible.

If you are well enough to be in school you are well enough to go to lessons. Please do not use the Common Room as a sick bay. We ask you to go to the Health Centre and see the Nurse if you are feeling unwell whilst at school. If you feel unwell in the morning please do not come into school.

The School Nurse and other staff based in the Health Centre help with the minor accidents and illnesses which occur from time to time. The School Nurse keeps simple remedies e.g. paracetamol, throat lozenges, and Piriton for emergency allergic reactions etc. She will send your parents a consent form annually to ask permission to administer these as necessary. Please let the Nurse know of any changes to your medical information that may arise as you progress through the Sixth Form.



If you feel very unwell, or have an accident requiring attention from a doctor, the School Nurse will ring the contact numbers held in school. If no-one is available, appropriate care will be given. **It is important that these emergency contact numbers are always up-to-date.**

If you are unwell in school and you wish to go home you **MUST** see the School Nurse first and register this with her before you sign yourself out in the book in the Reception. We ask that you do this so that the Nurse can assess whether you are fit to drive or to undertake a journey, or whether you need to be collected. Bring in a note from your parents afterwards indicating that they are aware of the situation.

3.1 In keeping with the School Nurse's professional obligations, medical information about pupils, regardless of their age, will remain confidential in most circumstances. However, there may be exceptions to this rule where the School Nurse considers it in your best medical interest, or necessary for the protection of the wider school community to pass on information to a relevant party or body e.g. a member of the Senior Leadership Team at the school, or the parent concerned. You will be informed of such circumstances if they arise.

3.2 Support and Counselling

The School Nurse is readily available as a 'friendly ear' to listen to and support any of you who are having any sort of difficulties such as issues with workload, bereavement, illness or any changes in your family circumstances. Strategies for coping are discussed and, if appropriate, developed in close co-operation with your form tutor, Miss Pallas-Brown and your parents. Since September 2012 there has been provision for all students to see a counsellor in school. Details about this provision are set out in a letter which will be sent separately from this handbook. The school counsellors **respect your confidentiality** unless you are at risk of causing harm to yourself or being harmed by someone else. The School Nurse is also able to provide information about counsellors and other agencies out of school.

3.3 Nut Allergy

Although our school caterers enforce a 'no nut' policy, it is not possible for them to ensure that there are no traces of nuts in any of the products being sold or served in the cafeteria. If students are unsure about any food product or meal, they should speak to the Chef Manager who will be glad to help.

Our no nut policy extends to the Sixth Form. Under no circumstances may nuts or food containing nuts be brought into school or consumed in school, including the Sixth Form Common Room.

3.4 Health Education

The School Nurse will see the Sixth Form on several occasions to discuss various health issues, to ensure that you are aware of the facilities that exist in the community that are available to you, and to cover strategies for coping with things like revision and examination stress. We invite a varied programme of speakers to cover areas such as the GDST's Positive Programme, Alcohol, Drugs, Sexually Transmitted Infections, personal safety and driving.

There is a notice board in the Common Room with lots of relevant information for you, including help lines and contact addresses of support organisations.

3.5 Travelling to School

During your time in the Sixth Form many of you will learn to drive. There is no parking available in the school grounds and we ask you to park well away from the school gates, being careful not to obstruct driveways and to obey the parking restrictions in the local roads. Please note the



parking restrictions on Belbroughton Road and surrounding roads. The most convenient place to park your car for the duration of the school day is a Park & Ride carpark.

A secure cycle park area is available for those of you who cycle to school. For those of you who walk, cycle and bus into school please be seen and be safe.

3.6 Mobile Phones

Sixth Form students may use mobile phones in the Sixth Form Common Room during study periods, lunch and break times. A mobile phone brought into school is your responsibility and **must be kept securely in your locker when not in use**. In keeping with the school's policy on mobile phone use, Sixth Form students may not use phones elsewhere in school.

UNDER NO CIRCUMSTANCES SHOULD THESE ITEMS BE LEFT IN THE COMMON ROOM.

3.7 Dress and Appearance

One of the privileges of the Sixth Form is being able to wear your own clothes rather than school uniform. We expect students to dress sensibly, as you would for a place of work, especially as you will be called on to guide prospective parents and other visitors to the school. This means that you need to be neat and tidy at all times. Ripped tights or jeans, tracksuit bottoms, very short shorts or skirts and revealing tops are therefore not acceptable for wear to school or on school visits. You will be asked to go home and change if your clothes are not in keeping with our standards.

Sixth Form students are reminded that, in keeping with school policy, hair should not be coloured or dyed unnatural colours and that body and facial piercings (other than ear piercing) and tattoos are unacceptable. You will be asked to remove unacceptable piercings while on school premises or school visits. We welcome support from parents in this area.

4. SCHOOL LIFE

4.1 Lockers

You will be allocated a locker to use. All are fitted with combination locks so that you can keep your belongings safe. Please use your locker and keep it locked. Get into the habit of visiting your locker before going into the Common Room, and of putting your bags and files into the locker rather than elsewhere. At times, books and bags take up half the seats in the Common Room and so there are fewer places to sit. Even in the Sixth Form it is still important for you to **name your belongings and to take care of them. Do not bring expensive items or large amounts of cash to school: the school does not take responsibility for your belongings.**

You will be asked to co-operate in a regular clean-up of lockers and locker areas, especially before half term and at the end of each full term. Form Leaders will organise this with tutors checking.

4.2 Common Room and Sixth Form Dining Area

The **Common Room** is a wonderful facility for you to use and relax in. The Prefects and Form Leaders constitute a *Common Room Committee* which undertakes to organise and look after the room. There is a CD player/radio with ipod dock which may be used at breaks and lunchtimes in the school day. During examinations AND especially language orals, no playing of music is permitted during breaks. A bank of chromebooks is also available in the Common Room for you



to use. Please make sure that chromebooks are returned to the cabinet once you have finished with them and are plugged in so that they can re-charge.

You may eat your own packed lunch and takeaway food bought in the Dining Hall in the Common Room. **No cutlery or crockery may be brought over from the Dining Hall.** There are facilities for making tea, coffee, toast and other foods which use hot water and microwave ovens. Please keep the room clean and welcoming by washing up your mug or putting dirty plates etc in the dishwasher and clearing up your debris. Please do not pour soup or other leftover food down the sink. There are plenty of bins in the Common Room. Please use them.

There are notice boards in the Common Room on which to display art work and photos, and to get messages to each other, one for Sixth Form information and one for UCAS and university information. Outside the Common Room are boards for notices about exams, duties and conversation lessons. In particular, much information about University Open Days, Sponsorship, Gap Year, etc. is displayed on the boards around the Careers Centre. Get into the habit of looking at the notices regularly.

The Common Room can be busy and crowded. Please look after it; it is your place to relax. Make every effort to keep your bags, lab coats and files in your lockers and not in the Common Room.

There is an area in the Dining Hall reserved exclusively for the use of the Sixth Form and is your area for work and relaxation. You may use it at any time during the school day. It has comfortable seating, wireless internet connection and is equipped with chromebooks which you can use for study purposes, to check your school e-mail and to log on to the school network. We expect you to look after the chromebooks (this means logging off, shutting them down and plugging them in when returned to the cabinet so that the batteries can charge properly) and to use them responsibly in keeping with the GDST ICT code of conduct which you have all signed. Please keep this area clean and tidy by disposing of any waste and by taking all your belongings with you when you leave.

4.3 Lunch Arrangements

When you reach the Sixth Form the termly lunch charge is no longer automatically added to fee bills. If you wish to take school lunch regularly you or your parents should notify the Director of Admissions who will contact the Fees Department at the Trust to ensure that parents continue to receive a bill in advance of each term, in keeping with arrangements made for Years 7 to 11. A term's notice is required in advance if this arrangement is to be discontinued.

If you wish to make occasional purchases a cash cafeteria system operates. Food bought in the Dining Hall can be eaten there or taken back to the Common Room.

4.4 Assemblies and Form Time

Sixth Form students attend all whole school assemblies and are often called on to contribute. We have a Sixth Form assembly once a week in the Library and it is an opportunity to cover issues and give out information particular to the Sixth Form. A lot of important information about scholarships, volunteering and leadership opportunities, work placements and other activities which will enhance your time in the Sixth Form is given out in the Sixth Form assembly. Please listen and act promptly when you receive this information. All members of the Sixth Form are welcome to contribute. We also invite former students to return to talk about gap year experiences or internships.



Form time allows each tutor group to be together with the tutor to discuss matters of interest and to deal with administration of University applications.

4.5 Leadership Opportunities

There are many opportunities for you to develop leadership skills in different ways throughout your time in the Sixth Form and you will all have the chance to exercise leadership in one way or another. For some of you this may mean taking on a role such as Form Leader, PSHCE Rep, Prefect or Head of House. Others may wish to develop leadership skills through running a club or activity in the Senior or Prep School, or to develop leadership skills specific to a particular area through the Sports and Community Leadership Award or participating in Young Enterprise. Some of you may also develop leadership skills through out of school activities, or through volunteering your time in school on an ad hoc basis. More information about leadership and in school and in the wider community is in the 360 Programme (Perspectives) section.

4.6 The Prefect Team

The Prefects are a group of students who work closely with members of the Senior Leadership Team such as Miss Pallas-Brown, Dr Squire (Deputy Head – Students and Staff) and Miss Nebesnuick (Assistant Head, Co-curriculum). The Prefects are elected by both Year 12 students and staff in the Spring Term of Year 12 and their period of office is one year. As soon as they are elected, the Prefects vote for the Head Girl, Deputy Head Girl, Chair of School Council and the GDST Student Council Representative. Each prefect is allocated various leadership responsibilities including visits and guiding, drama, music and other year groups in the Senior School and the Prep School.

All prefects represent the school at a variety of events and their contributions are appreciated very much. They meet every week to pool ideas and to discuss how they can help in the day to day running of the school. These opportunities for leadership are invaluable learning experiences which will enhance your C.V. and personal development.

The prefects fulfil an important role within the school. To acknowledge this and to help them to develop their leadership qualities, the Head Girl Team will be invited to participate in a leadership conference which is run annually by the GDST.

The **GDST Student Council Representative** attends GDST Student Council meetings to represent all students at OHS, both Junior and Senior. She also attends School Council meetings and is responsible for presenting and discussing feedback on points discussed at the GDST Student Council so that information flows both ways. So far valuable discussion has taken place on helping students make transitions at key points in their school careers, to university and on the role of sport in GDST schools.

4.7 Form Leaders and Heads of Houses

Form Leaders are selected twice-yearly by fellow members of the form in September and February.

The role of the Form Leader in the Sixth Form has grown in importance as the demand on the Prefects' time has increased. With the Director of Sixth Form and two School Prefects with special responsibilities for the Sixth Form, you are part of a team to represent the interests of Sixth Formers in the use of the Common Room, day-to-day Sixth Form matters as well as longer term needs and plans.



You will be a channel of communication between staff and Sixth Formers, and since each form has a Form Leader, information should flow easily in both directions. In recent years Form Leaders have provided invaluable ideas and organisational support for School and Sixth Form Open Evenings and liaison with Year 10 and 11 girls planning to enter the Sixth Form.

Heads of Houses (three per House) are elected annually by their year group and staff in the Spring Term of Year 12 and their period of office is one year. This is another key leadership role in school and their responsibilities include working closely with a wide range of members of staff in leading and running the various House activities such as Sports Day, literary quizzes, House choir competition, House drama competition, and keeping totals of blue and gold slips.

All these leadership roles are very much valued by the whole school community.

4.8 Wider leadership opportunities

We enable all Sixth Form students to lead throughout the school in many ways and to exercise leadership on a day-to-day basis. Here are just a few examples of different roles and responsibilities our Sixth Form students lead on:

- Private Study lessons in the library
- leading lunch time clubs
- Form Assistants to the younger classes and helping in some lessons
- showing visitors and prospective students and parents around the school
- Careers Assistants
- helping in supervision of the younger pupils at break and lunch times
- helping with lessons, leading practices and clubs in the Sports Department
- leading clubs and activities in the Prep School
- community leadership with our various outreach projects

At the beginning of Year 12 students will be given more information about these roles and how to apply for them.

4.9 Co-Curricular Activities, Clubs and Societies

Most Sixth Form students are involved in at least one school based activity unless their outside interests are already sufficiently time consuming. You will find that involvement in school based activities will enhance your time in the Sixth Form considerably, will benefit the younger students greatly and will enable you to develop important and desirable transferable skills such as leadership, teamwork, communication and time management.

There are over ninety societies and activities to choose from – here is a very brief list to whet your appetite:

School Magazine Editorial Committee (part of the 360 Perspectives Programme in Year 12)

Young Enterprise (part of the 360 Perspectives Programme in Year 12)

Debating Society

Chess Club

Sailing

Conservation Society

Choirs, Orchestras and Chamber Groups

Sports' Teams and Clubs

Biomedical Society

Amnesty International

STEM Soc



School Charity

In many cases, it has been Sixth Formers who have begun these clubs, societies and activities. If the society/activity that you would like to see does not exist, then approach a member of staff and Dr Squire (Deputy Head - Students and Staff) to see whether it can be established. In recent years an Ethics Group, STEM Soc, Biomed Soc, a Year 7 French Club, Year 7 Clubs for tennis and badminton and a Year 7 Homework Club have been formed because of the enthusiasm of Year 12 students. The success of any society/activity depends on motivated students who really want to contribute, and the generous support of staff. There are also lots of opportunities to get involved in activities in the Prep School. More information about the societies, clubs and other activities can be found in the Co-curricular Booklet which is produced at the beginning of each term.

5 School Council

School Council is the forum where students are able to make suggestions and comments to do with routine school affairs. Some major successes have been:

- reorganisation of the Council
- enhancing well-being through the school
- introduction of Green Reps
- introduction of Digital Leaders
- extension of House based activities
- introduction of Charities Fair, Clubs Fair and Green Fair

Sixth Form Students act as form reps and chair sub committees.

5.1 School Policies

The following OHS school policies can be found under: 'Useful Info' on our school website www.oxfordhigh.gdst.net.

- Safeguarding Policy and Procedures
- First Aid Policy
- Anti-Bullying Policy (our Anti-Bullying Code is also in each student planner)
- Educational Visits Policy
- Discipline and Behaviour for Learning Policy

Other school policies, including Health & Safety and Self-Esteem Policy are available on request.

6.1 Tutor Groups and the Role of the Tutor

The Sixth Form is divided vertically into a number of tutor groups which include students from both Year 12 and Year 13, and you will stay in the same tutor group throughout your time in the Sixth Form. It is important that you establish a sound relationship with your tutor who will help and guide you. One way in which you can do this is by being present at and punctually attending morning registration and tutor periods.

PSHCE is an integral weekly part of your timetable and part of the Perspectives strand of the 360 Programme, where you spend time with your tutor in your tutor group, as a whole year group or as a whole Sixth Form. There is an exciting and stimulating programme covering diverse topics such as effective study, current affairs, driving, managing money, preparing for university, and global issues.



Some time is given over to academic issues and 1:1 discussions with your tutor. Some topics will be covered by your tutors, whereas others will be led by outside speakers.

If you find yourself having difficulties with your studies or any other aspect of Sixth Form life, it is important to talk to your tutor quickly, before the situation develops into something serious. All teachers and tutors make every effort to know how their students are coping and as a Sixth Form student you are expected to show initiative in coming forward if you are uncertain in any way. You should also keep your tutor informed about aspects such as your health, extra-curricular interests and anything else that you think may have a bearing on your school life.

Another opportunity for your tutor to have regular contact with you is in the daily registrations and during tutor periods. All Sixth Form students attend these and **punctuality is important**. Notices are given and other administrative tasks are accomplished.

Your tutor is responsible for keeping an eye on your overall academic progress through the Sixth Form, and gives you your half-term grades and oversees your mentoring discussions. Your tutor will regularly look over your Perspectives enrichment diary and will use the information you record about your co-curricular activities – both those in school and those outside school - in order to write a reference in support of your application to University. The more you keep your tutor informed about what you are doing, the more positive and helpful the reference can be. Your tutor has a caring interest in your well-being and is the first person you should turn if you need support in school.

7. Monitoring Progress and Study Skills

7.1 Reports and Assessment of Progress

You and your parents will receive reports in the Spring Term of Year 12 and after the A level mocks in the Spring Term of Year 13. Your teachers comment on academic progress and the development of your study habits. You will evaluate your own progress and write a personal review reflecting on the term or year as a whole. Each of you will have a mentoring session with your tutor after reading your subject teachers' comments; your tutor then adds a further comment. Parents are given the opportunity to respond to the report. In the Summer Term of Year 12 you and your parents will be able to discuss your performance in the summer exams and subject choices for Year 13 at the Year 12 Parents' Evening in June.

In addition to reports and termly mentoring grades (see below) you will receive termly assessment grades and targets throughout the Sixth Form. Assessment grades and targets are used to measure your progress and guide your development through your A level courses. They will be based on the internal assessments you will sit each term throughout the two years of the Sixth Form.

Mentoring Grades

Mentoring grades are issued each term and emailed to your parents. In each subject there is a grade for study habits and attainment. The grades are awarded using the following criteria:

Attainment (4 – 1)

4• She has a **sophisticated understanding** of all concepts and techniques studied.

- She can handle unfamiliar situations with skill and confidence.
- She is able to explain her reasoning fully and coherently both orally and on paper.

3• She has a **good understanding** of most concepts and techniques studied.

- She is skilful in the application of knowledge.



- 2• There are **gaps in her understanding** of the concepts and techniques studied.
- There is a lack of detail or precision in her work.

- 1 • There are **considerable gaps in her understanding**.

Study Habits

Classwork & Homework

- 4• She wants to know why things are true and asks challenging questions.
 - When she is working with others, her actions promote learning.
 - She takes the initiative to find things out for herself and goes beyond the task set.
 - She evaluates and takes responsibility for her own progress, setting herself appropriate goals.
- 3 • She is punctual and generally well organised.
- She participates well in lessons, concentrates, and asks questions when she does not understand.
 - She works well with other students.
 - She hands her homework in on time.
 - It is completed to the best of her ability.
- 2 • She is sometimes late. She struggles with organisation.
- She is not fully focused or there are times when she ought to ask questions to help her to understand and she does not.
 - Homework is sometimes late.
 - It is not completed to the best of her ability.
- 1• There are significant problems with her organisation.
- Her approach is a barrier to learning.
 - Homework is frequently late.
 - She is capable of much better work.

7.2 Parents' Evenings

You should accompany your parents to Parents' Evenings.

The Head holds a Reception on **Monday 17th September for parents of Year 12 students who are new to Oxford High School**. It is a chance for your tutor to meet your parents informally early on in your Sixth Form career.

On 14th November 2018 **4.30pm – 7pm** there is a Parents' Evening for all **students in Year 12 and their parents** with each subject teacher to discuss academic progress.

A second **Parents' Evening will be held on Tuesday 25th June 4.30 – 7pm** after the internal summer examinations, when we invite all **Year 12 students and parents** in to discuss your performance in the summer examinations and provisional predicted grades as well as plans for the future, in particular, subject choices for Year 13 and Higher Education choices. All parents will receive information about this event nearer the time.

- ## **7.3 In Year 13, Parents' Evening will be on 1st November 2018 from 4.30 – 7 pm**, in which you can discuss your progress and will receive advice about the mock examinations (held in the Spring Term) so that you can make adequate preparations.



At any time during the course of the two years, we hope that you and/or your parents/guardians will contact us if you would like to talk to any members of staff. The easiest way to make contact is by contacting the Head, Miss Pallas-Brown or your daughter's form tutor.

7.4 Examinations

- Internal school examinations are taken:
- in the summer term of Year 12 in the week after half-term.
- in the spring term of Year 13 in the week after half-term. These are the mock A Levels. The papers are as close to an A Level paper as progress through the specification permits.

All public examinations (A levels) are taken at the end of Year 13 only.

7.5 Coursework deadlines

These are given to students by subject staff, usually in writing. Each subject which has a coursework element sets internal deadlines for completion of coursework and interim deadlines for completion of particular stages of the coursework e.g. presentation of first draft etc.

It is vital that you respect these deadlines and plan your time effectively to ensure you complete coursework on time. Remember that these deadlines exist to help you manage your time effectively.

7.6 Examination Entry Policy

The Headmaster shall have the right not to enter you for an examination if in the opinion of the Headmaster it is not in your best interest to do so.

7.7 Study Leave

You are allowed to study and revise at home during the internal examination weeks (the Year 12 summer examination week and the mock examination week in Year 13) and the public examination period in the summer term of Year 13. On each occasion your parents sign a timetable of your examinations which acknowledges your study leave. Most girls use this time very sensibly. School facilities and teachers are available at these times for those of you who wish to study in school.

7.8 Student Planners

You will be given an OHS planner which includes a monthly calendar, weekly diary, information about OHS and various forms that will need to be returned during the year. You can refer to your planner in discussions with your tutor and subject teachers. It has space for you to review progress and set targets as well as space for writing in homework deadlines and course work timings. Whatever form of planner you have, use it regularly and let your parents/guardians see it occasionally, to keep them informed and involved in your studies.



7.9 Study Skills

Throughout the Sixth Form you will be developing greater independence in your approach to study. The study skills required to study a subject at A Level are different from those needed at GCSE and are closer to the way in which you will be expected to study at university. Generally, new material is introduced at a quicker pace than you will have experienced before and you will have to do more work under your own steam. Early in Year 12 you will have a series of seminars and a workshop day to focus on effective learning which will help you to understand how to study successfully at A level and beyond.

As a rule of thumb, each subject taken should involve about **FOUR HOURS** of private study, each week, outside the time-tabled lessons. You will have a number of Private Study lessons in your timetable. These can be taken in the Library where the first floor is reserved for the sole use of Sixth Form students, and is equipped with desk top computers, chromebooks and laptops. If you wish to discuss your work with others as you tackle it, you can use the Sixth Form area of the Dining Hall. You are advised not to use the Common Room for study as there are too many distractions.

It is very important to evolve an effective study routine from the start of the Sixth Form, and you should find that you have to do a certain amount of study at home.

Some difficulties that can be encountered arise from the personal organisation required to complete longer pieces of work which require work over a period of several weeks before the deadline. These require the ability to break a large task into smaller parts and to work towards the deadline over the time given. Successful completion of coursework especially requires this disciplined approach.

You will receive a considerable amount of advice from your subject teachers about how to develop the necessary skills. It will then be up to you to persevere to acquire them.

Thorough re-reading of the material covered as each day of the course progresses is essential. You will need to do this to gain a sound understanding and to reinforce what you have learnt. In addition, adequate lesson preparation enables you to assimilate new material much more effectively.

The Library is well stocked with relevant texts. Some of these are reference only. **UNDER NO CIRCUMSTANCES SHOULD THESE BE TAKEN OUT OF THE LIBRARY.** They need to be accessible to all students. Please help keep the Library tidy by returning books to the trolley when you have finished with them.

The teaching groups are generally much smaller than at GCSE. You are encouraged to contribute to discussions as regularly as possible. You will gain much more by asking and answering questions as well as expressing your point of view. Talking about ideas as they are introduced significantly aids understanding and recall, and will enable you to develop your familiarity with them.

If at any time you find yourself in difficulty, it is important to do something about this quickly, preferably by asking the subject teacher or by discussing the problem with your Sixth Form tutor. If anyone feels you are having difficulties you will be seen by Miss Pallas-Brown who will suggest ways of resolving matters e.g. allocating private study periods to study particular subjects in the library, keeping a log of all time spent on academic work, cutting down on chatting in the Common Room.



7.10 Learning Support

Mr Huggins (SENDCO) and Mrs Hughes, our Learning Support Teacher, are on hand to offer advice concerning managing special needs in school, as well as offering a programme of specialised help for any of you who experience dyslexia or other specific learning difficulties.

7.11 Subject Skills

Each department will give you an outline of what is expected, including details such as

- examination papers: titles, timings and mark weighting
- examination specification
- set texts and reading lists
- coursework requirements and deadlines
- advice on subject specific skills and activities
- past papers and mark schemes

Make sure you are well informed and that you keep any written advice carefully and safely to refer to later on. Use your student planner to help keep track of all deadlines, reading assignments, language preparation, tests, to record successes and achievements in each subject and to plan for progress in each subject.

7.12 IT provision

At the beginning of the Sixth Form you will be given a Chromebook and charger to use for the duration of your Sixth Form studies. It will be pre-loaded with the programmes you will need for your studies. It is your responsibility to keep the Chromebook safe, so it needs to be stored in your locker when not in use and not left lying around in the Common Room or other areas of school.

In addition, there is a bank of Chromebooks for you to use on the top floor of the Library and in the Common Room. These Chromebooks are for use in these areas only and should be returned to the cabinet and plugged in to charge after use. They should not be left lying around in other areas of school.

8. The 360 Programme

The 360 Programme is a rounded 360 degree view of the skills, agility, leadership and well-being that today's young women need for success when they leave school to take up their place at leading universities in the UK and beyond and when they enter the workplace in a highly competitive global economy.

It has three strands: Academics, Horizons, and Perspectives.

Academics

Academic rigour is central to the 360 Programme. We build a personalised timetable around your choice of A Level subjects. There are no rigid subject 'blocks' for the A Levels you choose because we want to nurture your love of learning in the areas that interest you. There are 26 subjects on offer for you to choose from. Oxford High's academic reputation is well-known. In 2017, our girls achieved 40% A* at A Level and we have a consistently high success rate in acceptance for Medics at university, again in 2017, this was 10% of the year group. 1 in 4 girls regularly go onto Oxbridge and 85% to 90% of our leavers secure places at Russell Group universities. We are proud of all our leavers whether they are going on to study Fashion at Bournemouth or Natural Sciences at Cambridge and our most important measure of success is the percentage of girls gaining a place at their first choice destination for their desired course of study.



Complementing your A Level studies is Oxford High School's Extended Research Project which gives you the chance to study a chosen topic in depth and to demonstrate intellectual curiosity, independent learning and initiative – all skills which are highly valued by leading universities in the UK and abroad. Choose whatever subject intrigues you, and throughout your research you will receive guidance from a supervisor in school as well as experts from the University of Oxford and other leading institutions. For more information, please see the OHS Extended Research Handbook.

Horizons

We believe it is important to help you develop the academic and transferable skills needed for success at university and beyond. Our collaboration with the West London schools in the Girls' Day School Trust (GDST) family, with educational partners and leading Russell Group universities and with industry enables us to offer you an understanding-based approach to study and university-style learning on a daily basis.

The GDST alumnae mentoring programme is a unique programme which matches each Oxford High School Sixth Form student with a GDST young alumna. Your dedicated mentor is on hand throughout your time in the Sixth Form to give you advice about A Level study, university choices and life at university. This mentoring and networking support continues on campus during your undergraduate life and into your career-building years. All OHS Sixth Formers are automatically members of the GDST Alumnae Network, a network of over 70,000 alumnae and the mentoring programme is your first step to building your lifelong network.

Through the GDST's *Careerstart* Programme you will have access to a wide range of Internships and Insight Days at global companies such as Siemens, Rolls Royce and Barclays. Within OHS, you can lead our consistently high-achieving Young Enterprise teams who have won year-on-year at county, regional and higher levels. Academia combined with entrepreneurship is a real feature of OHS alumnae

Our partnership with the Open University's digital platform, *FutureLearn* gives OHS Sixth Formers a unique and innovative on-line MOOC-style course which focuses on how to make the transition from school to university smoothly and prepares you for life beyond school with topics such as budgeting, time management, interview and negotiation skills.

OWLS (Oxford and Wimbledon Leading Scholars)

Our Sixth Form Scholars' Programme, known as OWLS and run in collaboration with scholars and staff at Wimbledon High School GDST, brings together academic and STEM scholars and exhibition holders from both Sixth Forms to engage in academic research, discussion and collaboration. Established to create a community of scholars, it gives students the opportunity to expand their horizons beyond the scope of A Level study. Working individually and collaboratively, students produce a range of pieces based on challenging assumptions. Their work is published in an on-line journal, *OWLS Quarterly*, and leading academics from highly-ranked Russell Group universities and other centres of excellence in the UK contribute to each edition. It also offers you a chance to get to know your peers from other schools in the GDST family through a programme of interactive sessions, virtual meets and a residential symposium hosted at Murray Edwards College, University of Cambridge.

Perspectives

Our Perspectives strand focuses on nurturing a sense of self-awareness, personal influence and a wider understanding of your place in the world. You begin to understand your potential impact in your three spheres of influence; yourselves, your community and the wider world.

The programme includes a Lecture Series offering a world view of political, economic and humanitarian issues, and a structured range of educational visits. Students focus on aspects of



well-being for both mind and body, through a range of visiting speakers, tutor-group based activities and discussions. Timetabled sport, leadership and volunteering opportunities abound including involvement in social enterprise and the charitable sector. Oxford High School has exceptional and wide-ranging connections with Oxford and other leading universities including extensive input from our parents, our alumnae and the GDST.

8.1 Sport in the Sixth Form

School Teams:	1 st XI and 2 nd XI	Hockey
	1 st VII 2 nd VII	Netball
	1 st VI 2 nd VI	Tennis
	1 st VI (UI9)	Badminton
	1 st IX	Swimming
		Athletics
		Recreational Swimming
		Gymnastics (coaching and performing opportunities)

There are opportunities to play tennis, badminton, squash, use fitness videos or swim in non-committed time, just ask when the facilities are available.

Open access clubs: All team practices (unless specified)
General swimming (recreational)
Squash Club (at the Ferry Centre)
Badminton Club
Dance Club
Cross Country Club
Swimming
Trampolining
Football
Cricket

Open access clubs where a small fee is charged:

Sailing
Contemporary Dance
Tennis Coaching
(this can be arranged in a Private Study Period or before or after school)

Sport and Well-being in the Sixth Form

All Sixth Form students are timetabled for 1 double period per week of Sport. There are lots of options to choose from including squash, trampolining, badminton, self-defence, tennis and dance and many more! There are also opportunities to assist with sports classes in the Lower School.

9. Sixth Form Sport Kit List

Kit list for PE Lessons:

- Black plain leggings
- OHS polo shirt (various colours and sizes available)
- Trainers

PLEASE NOTE: TRAINERS SHOULD HAVE NO BLACK OR HEELED SOLES AS THESE MARK AND ERODE PLAYING SURFACES



Sport specific

Aerobics/Fitness Workshop:
(at the Ferry Centre):

Trainers
Black Leggings
OHS polo shirt
Towel (optional)

N.B. You MUST hold a CURRENT Slice Card

Squash
(at Ferry Centre)

Trainers
Sweatshirt or hooded top
Safety glasses and racquets are provided by OHS

Martial Arts

Black Leggings
OHS polo shirt

Tennis and Badminton

Trainers
Black leggings
OHS polo shirt
racquet (tennis)
tennis whites optional

Swimming

Swimming costume any colour (one piece)
Towel
Hat (any colour)

Trampolining

Black Leggings
OHS polo shirt
Thick socks

Volleyball

Trainers
Black leggings
OHS polo shirt

Dance

Black leggings
OHS polo shirt

Extra Curricular Sport

1st XI (Hockey)

Match Top (to be purchased from Stevensons)
Match socks (to be purchased from Stevensons)
Navy OHS skort
Mouthguard
Navy OHS midlayer
Navy OHS Tracksuit trousers
Astro boots or trainers for Astro turf
Shin pads
Hockey Stick
(Goal keepers kit is provided)

1st VII 2nd VII (Netball)

Match Top (to be purchased from Stevensons)
Navy OHS skort
Navy OHS Tracksuit trousers
Navy OHS midlayer
Trainers

1st VI 2nd VI (Tennis)

White sports socks (ankle socks not trainer)



	liners)
	White shirt with collar
	White skirt or shorts
	Trainers
<u>UI9 VI (Badminton)</u>	OHS team kit provided
-	Navy sweater and skirt
	Trainers

10. HIGHER EDUCATION AND CAREERS

Preparing you for Higher Education and careers are very important aspects of the Sixth Form. Whether you are applying for Art and Design Foundation courses, for music courses through CUKAS or are applying to universities through UCAS, a comprehensive programme of information, advice and support is offered throughout the Sixth Form. This section provides an outline of the careers support you are entitled to, the university application process and the help we provide to students at all stages, including those who wish to make a post A level application and those who wish to apply to universities in the USA, Europe, or even Australia or New Zealand. This section of the Sixth Form Handbook provides an overview of our careers and Higher Education provision at Oxford High School. More detailed information and guidance are provided in the OHS Higher Education Handbook.

10.1 CAREERS ENTITLEMENT

Student Entitlement Statement

All girls at Oxford High School will:

Take part in a careers programme in Years 7 to 13 that helps them to

- Understand their education, future training and employment, and other progression opportunities
- Develop the skills that they need to plan and manage their own personal development and progression
- Access relevant information and learning from taster activities and experience of work
- Make, where appropriate, progression plans to help them improve their prospects of success
- Offer feedback and ideas on how to improve the careers programme

Have access to, and support with using careers information that is

- Easy to find and available at convenient times and in convenient locations
- Clearly labelled and referenced
- Comprehensive and appropriate to their needs
- Unbiased and up-to-date

Obtain careers guidance that is

- Impartial
- Confidential
- Focused on individual needs and fit for purpose
- Supportive of equal opportunities
- Provided by people with relevant training and expertise

All parents can expect to



- Be able to make an appointment with a member of staff, including the Head of Careers and Lifelong Learning, to discuss their daughter/ward's progress and future prospects
- Have access to tutors, teachers and Head of Careers and Lifelong Learning at designated parents' evenings – specifically at the Sixth Form Open Evening for Year 11, and both the Year 12 and Year 13 Parents' Evenings
- Be able to look into schemes of work and careers activities, information and resources, using and contributing to them if they wish
- Receive invitations to take part in careers and information events – specifically the annual Careers Fair, Work Experience provision and input to Life Lunches
- Have the opportunity to share in the careers programme with their daughter/ward and to comment on the usefulness of the programme to their daughter/ward and to make suggestions as to how it could be improved

During the Sixth Form at Oxford High School you will be provided with –

- Careers information that is comprehensive and appropriate to your needs
- Guidance that is impartial and confidential
- Guidance that is focused on your individual needs
- Support with future choices
- The opportunity to build on the Morrisby programme to help your decision making
- Support with your HE application – both pre and post A Level
- Opportunities for specific and relevant input from Higher Education establishments
- A Higher Education Information Evening
- The opportunity to participate in GDST CareerStart workshops
- Opportunities to discuss careers with specialists at the Careers Fair and at Life Lunches
- Details of courses and placements
- Help and advice after internal exam results are known
- Help and advice after A level results are published

This will build on earlier careers work and help you to learn more

- About yourself
- About opportunities in school and beyond
- How to make decisions wisely

Feedback on the provision is always appreciated.

10.2 Preparing for Higher Education

In the Autumn Term of Year 12 you will be introduced to the Higher Ideas on-line programme and other on-line programmes you can use to find out about courses and universities. This is the beginning of the process of investigating the courses available in Higher Education.

The programme allows you to run different searches and links direct to university websites. Your tutor oversees this and helps the decision making process by talking through these courses with you. Dr Strobel and Miss Pallas-Brown are also available to discuss Higher Education choices, as are your tutor and subject teachers.

Throughout Year 12 some PSHCE sessions are used to cover various aspects of Higher Education and in January you and your parents will be invited to attend the Higher Education Information Evening. PSHCE sessions cover aspects such as making university choices, writing a UCAS Personal Statement and planning a Gap Year. On your return from exam leave in the Summer



Term of Year 12 we have a UCAS day devoted to workshops on personal statements and completing the on-line UCAS form. PSHCE sessions are also devoted to 1:1 UCAS and Higher Education preparation with your tutor as the Summer Term progresses.

The aim is that all of you will be sure of your Higher Education choices by the beginning of Year 13.

10.3 Higher Education Information Evening

Year 12 parents and students are invited to an evening in January in which the UCAS system and the school's role in it will be explained. Admissions Tutors from various colleges and Universities will be on hand to provide information about University applications, subject and college choice, the personal statement and finance for Higher Education.

10.4 Careers Centre

This is well stocked with all the University prospectuses as well as a number of other helpful books on aspects of Higher Education, which include CRAC Student Guides and Student Helpbooks and a selection from the Trotman 'How to ...' and 'Getting into ...' series. A publication which is essential is 'UCAS Official Guide to University and College Entrance' in which all Universities list their courses, the number of places available, the number of applicants for those places, and the offer in terms of Advanced Level grades usually made for that course. The Careers Centre computers, with access to the Internet can be used to obtain information from all UCAS and University websites. The Unistats website is particularly helpful as it includes feedback from current students as well as other factual information.

Both the Head of Careers and Lifelong Learning, Dr Strobel and Director of Sixth Form, Miss Pallas-Brown are available to see you to discuss your future choices. Just come and make an appointment.

A Careers event is held every year in February/March. This is an ideal opportunity for you to meet with professionals from many different careers, to ask questions and to gather information which will help you to make your own decisions.

In addition Life Lunches are held throughout the year on a variety of different themes, such as gaining entry to various degree disciplines and careers. These are advertised widely around school, outside the Careers Centre, on the notice board outside Miss Pallas-Brown's office and in Sixth Form assemblies. We are fortunate in having many contacts working in different fields whose expertise we can call on. If you have any suggestions for aspects that Life Lunches could cover, or speakers you would like to hear from, please let Dr Strobel know.

10.5 Finding out about course content, entry requirements and other information

Comprehensive information on all aspects of Higher Education, courses, universities and the UCAS application process can be found on the UCAS website. In addition, the Unifrog website is also a good source of information with the added benefit that you can save your searches to compare information. Both websites have been designed to give the following information:

- To provide important information for anyone interested in applying for a higher education course.
- To help you imagine what it would be like to be a student at that university or college.



- To let you know what the entry qualifications are, so that you can be sure that you are studying the required subjects for that course, and are on track to gain the grades which the university expects.
- To tell you about the course in detail – what makes it different from other courses with the same title? What is the content of the course? Are there optional modules, special features, opportunities to travel abroad? The information supplied in the Entry Profile should help you find out exactly what you would be studying, if you chose to apply to that course.
- To tell you about the university or college which is offering the course. Where is it? How far away from your home is it? What facilities does it have? What kind of accommodation is available to first-year students?
- To let you know what interests, personal qualities, or relevant experience the admissions staff might be looking for in their applicants – information that will help you choose the course which is right for you.
- To explain the institution's admission policy and selection procedures, including (where applicable) information about interviews or auditions.
- To provide information about tuition fees.

Looking at this information is a very important part of your UCAS research.

10.6 Open Days

All Universities hold open days to which they invite potential applicants. There is no doubt that these are very useful. We advertise many of these in school. However, if you were to go to every Open Day of your choice, your progress would suffer enormously, absence slowing down your learning substantially. **We advise attending a maximum of 3 which involve missing school.** For many years now we have asked students either to attend Open Days which do not involve missing school or to arrange a special visit, generally at Half-Term or on a Saturday. Most institutions are happy to do this. In the summer term, however, you may attend Open Days in school time as long as written permission has been asked for, in advance, from Miss Pallas-Brown, and you do not miss any examinations or other important school events.

In most cases students find they get more out of an Open Day if they go to the department of their choice for a talk or presentation on their own, even if they travel with friends and meet up at lunchtime.

There are often offers of cheap coach and rail travel in various magazine and newspaper supplements written for Sixth Formers. These can reduce the costs involved in Open Day visits.

10.7 Before UCAS

In addition to the Higher Education Information Evening we invite our recent leavers who have just completed their first year at University or Gap Year to talk to Year 12 about their experiences. This is a very successful session and an opportunity for many questions about general undergraduate life and planning a Gap Year to be answered.

During the Spring and Summer Terms of Year 12 you should complete your personal statement for Section 10 of the UCAS form. During the Summer Term, you will have been issued with information and will have the chance to register and to start adding information to your on-line UCAS form using Apply. By the end of the holidays the substance of your decision about Higher Education should have been achieved. The mechanics of completing the application forms can then



be completed in early September of Year 13. You will be informed of internal deadlines and we urge you to respect them. Early submission of your application often leads to early responses from your institution.

In the Summer Term of Year 12 you will have the opportunity to discuss wider reading and other ways to enhance your application with your tutor and other teachers. If you are applying for courses which have a pre-interview or at-interview test, teachers in the relevant subjects will also organise preparation sessions for you. These will continue throughout the first half of the autumn term in Year 13.

In addition, both OHS and the GDST run a series of day courses to help you prepare for pre-interview tests such as BMAT, UKCAT, LNAT and TSA in the period after the May half-term. At the beginning of July there is also the annual GDST Oxbridge Conference which is a weekend long conference designed to help you prepare for all aspects of an application to Oxford or Cambridge. Information about these opportunities is available in March from Miss Pallas-Brown.

The GDST has connections with global companies such as Deloitte, Nomura Bank and HSBC and each year there are opportunities for GDST sixth formers to have internships with these companies. GDST awards and travel scholarships are also on offer to sixth form students each year. Miss Pallas-Brown will give you details of these opportunities as they become available.

Some girls prefer to make a post A level application to university (i.e. to take a GAP year and to apply to university after their A level results have been published). Advice, support and help with the UCAS application process and applying for Student Finance will be provided by Dr Strobel and Miss Pallas-Brown, together with Gap Year advice.

10.8 University and College Applications System - UCAS

UCAS serves as a central administrative organisation to deal with all University applications. It processes all applications but makes no decisions about an individual's possible admission.

You are presently able to apply to up to five institutions, four if you are applying for Medicine, Veterinary Medicine or Dentistry.

Many schools set internal deadlines for receipt of completed forms from students. At OHS our deadlines are **mid-September** for applicants to Oxford or Cambridge and for applications to read Medicine, Vet. Medicine and Dentistry, and the **end of September** for all other applicants. We aim to have sent all UCAS forms to UCAS by half-term of the autumn term.

Once UCAS receives your application form, copies are made and sent to each of the institutions you have chosen on the form. At this stage some of the contextual information on the UCAS form and all details of the other institutions you have applied to are removed.

You will then begin to receive either:

- a conditional offer i.e. an offer stating the grades required in the forthcoming exams.
- an invitation to an interview.
- a rejection.

You can monitor the progress of your applications via the UCAS website using Track.



As the number of applications for Higher Education places has increased tremendously over the last decade, Admissions Tutors are less able to give formal interviews. Generally all candidates receive an invitation to spend a day at the University department and this often includes an informal interview.

Some courses nearly always carry a formal interview such as Medicine, Drama, Teaching, etc. Some University Departments have a policy, stated in the prospectus, of offering no interviews. It is up to you to check.

If you have made five applications and received invitations to spend a day at several of the institutions, you will need to be selective as to which you attend; five visits would be very disruptive to your academic work and often quite costly.

Once all institutions have made a decision on your application, UCAS will send you a summary of all responses from all the institutions to which you applied. You will then have a few days to decide on the two offers you wish to accept. Two offers may be selected, both conditional on certain grades

- a firm acceptance (CF)
- an insurance acceptance (CI).

The latter should carry an offer which calls for lower grades than the former and should be a course at an institution you will be happy to study at for the next 3 – 4 years. You need to notify UCAS of these choices on-line using UCAS Track. Offers are usually made in terms of A Level grades and can specify certain grades in certain subjects. Alternatively, the offer may be in points whereby certain qualifications attract UCAS points according to a published tariff. It is important that you discuss these choices with either Dr Strobel or Miss Pallas-Brown and your form tutor before notifying UCAS. UCAS will notify you of the date by which you should make this decision and notify them of this decision. It is **VERY IMPORTANT** that you adhere to this deadline. **Failure to do so will result in all your offers being declined by UCAS on your behalf.**

If you have been rejected from all the Universities you applied to you can make further applications within the same year. You will be sent further information about this automatically from UCAS. This process is called UCAS Extra.

10.9 What to do when the results come out

The Advanced Level results come out between the 14th and the 21st of August. You will be notified of the exact date and the procedure for collecting your results. If you have satisfied the grades for your firm acceptance offer then you have, without doubt, secured your place.

If this is not the case, you have to wait to hear from your first choice institution to see whether they will accept you with your lower grades, and/or whether your insurance place will be confirmed.

You can check the status of your application on UCAS Track.

'Clearing' is the process where students without places are matched to available places. You have to discover where the vacancies exist. These are advertised in the newspapers, via the Internet, on the UCAS website. If you wish to do this it is important that you act swiftly to maximise your chances of securing a place on a course.



If your University place for the forthcoming September depends on your Advanced Level results, it is important that you are available to deal with all the necessary paperwork.

This generally means that you should plan to be at home when the results come out.

As it is quite an emotional time, support from the family can be of enormous help.

School is open when the results come out and Miss Pallas-Brown, Director of Sixth Form and other staff are available for a few days afterwards for anyone who needs help making any decisions.

11. AFTER A LEVELS

11.1 Book Returns

All text books, exam papers and equipment should be returned to the appropriate department as you finish each exam, and there will be a final deadline for return of book. You will be notified of the exact date.

11.2 You do have to see every member of staff. You must not leave all your books in a carrier bag somewhere in school and make a quick getaway. Parents will be billed for any books and equipment not returned by the end of June.

11.3 At Home and Leavers' Ball

We celebrate the success of Year 13 students in July at a formal event to which your parents will also be invited. You and your parents will receive more information about this event nearer the time. Your final event in school is the Leavers' Ball, organised by your own Ball Committee, and is held in school in July.

11.4 Keeping in touch

As alumnae of Oxford High School you will be invited back to school formally for a Five Years On reunion. This will be a chance for you to have a reunion with your contemporaries and to discover what you are all doing five years on from your time here.

However, you are most welcome to visit the school at any time after you have left. Get in touch with a member of staff and arrange a time. Please understand that we do need you to sign in as a visitor at Reception and that we cannot let you wander around school on your own.

11.5 Helping you to establish your career

The Alumnae Network (exclusively available for GDST students) is a fantastic resource designed to help you gain insights into careers you might be interested in pursuing and to facilitate networking with former GDST students whose careers are already established. It has approximately 70,000 members and is growing each year so it is an invaluable networking resource.

The Alumnae Network supports current students with career advice, work experience opportunities and networking and former students whilst at university and beyond. A mixture of different events, ranging from fun to informative, are organised throughout the year. For more information go to www.gdst.net/alumnae. You can also follow the Alumnae Network on Facebook, Twitter and via LinkedIn.

WE WELCOME LETTERS FROM YOU ONCE YOU HAVE LEFT, TELLING US WHAT YOU ARE DOING.



12. CALENDAR OF EVENTS

12.1 Year 12

- September**
- Confirm subject choices. Join societies, sign up for duties, apply to be Form Assistants, elect Form Leaders etc
 - Begin your personalised Perspectives programme
 - Meet your GDST Alumnae Network mentor
 - Start Extended Research Project
 - Headmaster's Reception for parents of new Year 12 girls
 - **SIXTH FORM OPEN EVENING for Year 11**
- October**
- Stepping Up to A level Conference
 - SCHOOL OPEN EVENING
- November**
- Year 12 Parents' Evening
- December**
- Year 12 Celebration of Achievement
- Jan/Feb**
- Vote in Prefects, elect new Form Leaders
 - Confirm subject choices for Year 13 study
 - Higher Education Evening
- March**
- Careers Event
 - Elect Heads of Houses
 - Reports
- April**
- Begin research into possible University courses
- May/June**
- Summer examinations.
 - UCAS and Higher Education Day
 - GDST and OHS pre-interview test preparation
 - UCAS on-line applications and personal statements started
- July**
- Discuss University choices with subject staff. UCAS references started.
 - Provisional A level predictions given.
 - Help with Year 11 Starting Sixth Form Days and other school events.
 - GDST Oxbridge Conference
 - Attend Open Days
 - Year 12 Parents' Evening and report on summer examinations
 - Complete Extended Research Project

12.2 Year 13

- September**
- Set targets with Heads of Department if necessary
 - Firm predicted grades given
 - Pre-interview test preparation continues
 - Begin OHS & GDST FutureLearn SPOC on preparing for life at university
 - UCAS applications due in by mid or end of September
 - **SIXTH FORM OPEN EVENING for Year 11**



-
- October**
- SCHOOL OPEN EVENING
 - Extended research project presentations begin
- November**
- Attend Parents' Evening to discuss progress
 - Extended Research Project presentations
 - Pre-interview tests and mock interviews (if relevant)
- December**
- Extended Research Project Presentation Evening
- February**
- Mock A Levels
- March**
- Reports
 - Information distributed for Higher Education finance
- April**
- Final UCAS decisions made
- May/June**
- Final Assembly and Presentation of Service Awards; Strawberry Tea
 - Advanced Level exams
 - Return all books
- July**
- At Home (academic awards and commendations presentation)
 - Leavers' Ball
- August**
- A Level results published



Acknowledgement Reply Slip

**Acknowledgement of Receipt of Guide
and
Agreement to Observe Sixth Form Regulations**

We have read the OHS Guide to the Sixth Form. We understand our role in helping the school to achieve the best for our daughter in the Sixth Form.

Name Form Form Tutor

Girl's signature Parent's signature

Date

I am/am not willing to allow my daughter to go out of school in the lunch break, provided she has no other duties or commitments and has signed out in Reception.

Parent's signature

I am/am not willing to allow my daughter to leave after the afternoon registration provided she has no lessons after 2.50pm and has signed out in Reception.

Parent's signature

Timetables

I have seen my daughter's programme of study and timetable for this year. I understand she has facilities for private study in school, and that she should expect to do four hours per week per subject, much of it at home.

Parent's signature

**Please return this form to your form tutor.
Thank you**



Oxford High School
Belbroughton Road
Oxford
OX2 6XA
Tel: 01865 559888
Email: oxfordhigh@oxf.gdst.net
Web: oxfordhigh.gdst.net
Follow us on twitter: @OxfordHighSch