

**ALEC REED  
ACADEMY**  
PROUD TO LEARN



# Year 12 Induction Booklet



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# Welcome to ARA Sixth Form

Welcome to our Sixth Form, where academic excellence meets exceptional pastoral support. We take pride in maintaining high academic standards while nurturing the individual needs of each student with a personal touch. Our unique curriculum offers a diverse range of subjects, including creative disciplines that are often hard to find in today's educational landscape. We believe in preparing our students for their future beyond the classroom, which is why we have developed enhanced partnerships with universities and the workplace. Please read more about these in their respective sections. These collaborations provide valuable opportunities for regular university visits and participation in industry programmes, ensuring that our students gain practical experience and insights through workplace visits and work experiences.

On a personal note, I have supported students in their scholarship applications to leading UK universities, securing over £100,000 in total awards. I have also been ahead of the game in introducing leading apprenticeships to students, with my first students gaining roles at British Airways and GSK in 2014. Most recently, in 2024, I supported a student in applying for a Law Degree Apprenticeship with A&O Shearman. With many more students in the years between securing degree apprenticeships with Accenture, Deloitte, EY, HSBC and other leading businesses. These success stories are a testament to the possibilities that await our students. I am proud of my connections with universities and leading companies, especially when they lead to such exciting outcomes for my students.

Join us in a vibrant community where learning thrives, and new possibilities unfold. Here, you will not just be a student, but a valued member of our community.

Wajid Raja

Assistant Principal- KS5



# Sixth Form core values

Our passion is for learning. We want our students to be excited by their experience in the classroom and beyond, committed to achieving their very best and confident about their futures.

Goals for Sixth Form:

- Create a positive learning environment.
- Encourage student independence and responsibility.

Prepare students for post-18 pathways (university, apprenticeships, etc.).

**Our core values are:**

**Ambition** - A strong desire to do, or to achieve something.

**Resilience** - the ability to adapt to change positively, recover from difficulties and persist in facing challenges.

**Accountability** - responsibility for our actions and learning, the self-discipline to reflect on progress and owning growth.



# Meet the Sixth Form team

Name and role	Subject specialism	Email
Wajid Raja – KS5 AP	Economics	wajid.raja@alecreedacademy.co.uk
Priya Madani- HOY 12	Biology and Chemistry	priya.madani@alecreedacademy.co.uk
Ruth Dussard – HOY 13	Business	ruth.dussard@alecreedacademy.co.uk
Julie Ryan—SaFE worker		julie.ryan@alecreedacademy.co.uk
Muna Abdullahi – tutor	Chemistry	Muna.abdullahi@alecreedacademy.co.uk
Lem Au – tutor	Computer Science	Lem.au@alecreedacademy.co.uk
Ross Cooper – tutor	Biology	Ross.cooper@alecreedacademy.co.uk
Louise Curran – tutor	Mathematics	louise.curran@alecreedacademy.co.uk
Jordan Fulbrook – tutor	Business	jordan.fulbrook@alecreedacademy.co.uk
Saba Hemat – tutor	Psychology and Sociology	saba.hemat@alecreedacademy.co.uk
Leia Maras – tutor	French and Spanish	Leia.maris@alecreedacademy.co.uk



# Home School Agreement

This agreement outlines the shared responsibilities of the **school, parents/carers, and students** to ensure every young person thrives in a safe, inclusive, and ambitious learning environment.

## The School Will:

At Alec Reed Academy, we are committed to providing a high-quality educational experience where students feel supported, challenged, and inspired. We will:

- ◆ Maintain a **safe, happy, and inclusive school environment**, promoting wellbeing and positive relationships through our pastoral charter.
- ◆ Provide a **broad, balanced, and high-quality curriculum** tailored to individual student needs.
- ◆ Support students with **special educational needs and/or disabilities**, ensuring they are accepted, included, understood, and appropriately supported.
- ◆ Track and support student progress using **target grades informed by national benchmarks** (GCSE Average Points Score).
- ◆ Set, mark, and monitor **classwork and homework** to promote progress and independence.
- ◆ Communicate regularly with parents/carers about **progress, behaviour, attendance, and welfare**.
- ◆ Maintain high standards for **attendance, punctuality, uniform, behaviour, and attitude**.
- ◆ Apply a **fair and consistent approach to discipline** across the school.
- ◆ Offer a rich programme of **extra-curricular activities, trips, and work experience** to support personal and social development.
- ◆ Provide **effective and personalised careers guidance** to support students' post-18 choices.



## Parents/Carers Will:

### As active partners in your child's education, you agree to:

- ◆ Ensure your child **attends school on time (08:30 am)**, is fully equipped, and ready to learn.
- ◆ Promote a **healthy lifestyle** by encouraging good routines around sleep, diet, and exercise.
- ◆ Report absences by **08:30 am** and confirm the reason with evidence where appropriate for absence in writing (letter or email) upon return.
- ◆ Submit **planned absence requests in advance and** avoid booking holidays during term time.
- ◆ Encourage your child to complete **homework and independent study** on time.
- ◆ Ensure your child wears **smart-casual, appropriate clothing**.
- ◆ Support the school's **policies for behaviour, conduct, and discipline**.
- ◆ Accept that **personal property**, including phones, is brought into school at your own risk.
- ◆ Keep the school informed of **any concerns or challenges** affecting your child's wellbeing, behaviour, or academic progress.
- ◆ Work positively with the school and, where appropriate, with **external agencies** to resolve issues or provide additional support.
- ◆ Treat all members of the school community with **respect and courtesy**.
- ◆ Drive and park **safely and considerately** in the vicinity of the school.



### **With your child being in Sixth Form, you also agree to support the following:**

- ◆ Students may **leave school after their final lesson**, provided they have signed out correctly using the inventory system.
- ◆ Students may **leave the school site during lunchtime (13:15–14:00)** but must sign out and back in using the inventory.
- ◆ Students are **not permitted to sign out mid-day** during study periods or lessons.

### **Students will:**

As a member of Alec Reed Academy, I agree to:

- ◆ **Attend school every day** on time and fully prepared for learning.
- ◆ Be punctual for all **lessons, registrations, and assemblies**.
- ◆ Bring the **correct equipment** and take personal responsibility for learning.
- ◆ Remain on the school site throughout the day unless you are signed out with permission or during lunchtime.
- ◆ Use **Class Charts and planner tools** to record and manage homework and assignments.
- ◆ Participate actively in **lessons** - engage, ask questions, and strive to reach my full potential.
- ◆ Treat everyone in the school community with **respect, kindness, and courtesy**.
- ◆ Follow the school's **behaviour policy** at all times, including during trips and travel to/from school.
- ◆ Act responsibly regarding **health and safety** for myself and others.
- ◆ Participate in **extra-curricular activities, clubs, and school events** to support my wider development.
- ◆ Keep all school environments, including study rooms, **clean and tidy**.
- ◆ Care for any **school equipment or resources** I am issued and return them as required.
- ◆ Communicate respectfully with staff and **ask for help when needed**.
- ◆ Do not use my **mobile phone** during lessons, study periods, or in corridors unless directed to do so by staff.



## Sixth Form Students Will Also:

As a Sixth Form student, I accept the increased independence and responsibility expected of me and will:

- ◆ Dress in **smart-casual clothing** that reflects the Sixth Form's professional environment.
- ◆ **Sign in and out** using the school's inventory system whenever I enter or leave the site.
- ◆ Attend all **timetabled lessons and supervised study sessions**, using time productively for **research, coursework, mentoring, enrichment**, or preparation for future pathways.
- ◆ Respect the **study centres and quad**, recognising that misuse may lead to loss of access.
- ◆ Maintain **cleanliness, order, and safety** in shared spaces.
- ◆ Use mobile devices **appropriately**, and never during study periods or lessons without permission.
- ◆ Complete **UCAS or other post-18 applications** on time, including submitting reference requests as required.
- ◆ Avoid part-time employment that may interfere with my **academic success**.
- ◆ Drive **safely and responsibly**, respecting school parking policies, the Highway Code, and the rights of residents.
- ◆ Not transport other students in my vehicle during the school day.



# Making the Jump from GCSE

Making the jump from GCSE is exciting but not always an easy one. The transition will involve you developing important skills that will help you thrive and succeed. They will help you access your work, organise yourself, and work towards achieving your goals over the next two years.

Sixth Form is a bridge between school and your future. It's a place to push your limits, discover your interests, and prepare for what's next. Engage fully, support one another, and don't be afraid to challenge yourself.

## Top Tips

### 1. Master Smart Notetaking

Use formats like bullet points, mind maps, or flashcards to break down complex topics. For example, summarise a chapter in History into five key bullet points, then turn those into flashcards to test yourself.

### 2. Stay on Top of Deadlines with Time Management Tools

Use digital apps like Google Calendar or To-do-list to track coursework, deadlines, and revision time. Allocate blocks for reading, writing, and breaks.

### 3. Get Ahead with Wider Reading

Take the initiative to deepen your knowledge of the subject. For example, read "The Economist" for Politics or a novel related to your English Literature theme. This shows curiosity and strengthens your understanding.

### 4. Improve Essays with Structured Writing

Before starting an essay, plan using the P.E.E. technique (Point, Evidence, Explanation), and use introductions and conclusions to frame your ideas.

### 5. Organise Your Study Space and Resources

Use colour-coded folders or binders with dividers for each subject. Keep stationery and revision tools (such as Post-its or highlighters) in a dedicated workspace.

### 6. Revise consistently

Make a habit of studying and summarising learning as you go. Test yourself weekly using exam-style questions or quiz apps like Quizlet.

### 7. Get Involved Outside the Classroom

Create or join a club, society, or sports team- this helps build skills such as teamwork and time management. For example, participating in a debate club improves public speaking, while volunteering demonstrates initiative in your personal statement.

### 8. Ask for Help Early

Speak to your teachers or the Sixth Form team when something is unclear. Peer study groups can also be a great way to share knowledge and support each other.

### 9. Balance is Key

Manage your workload while taking care of your wellbeing. Make time for sleep, exercise, hobbies, and social time.

### 10. Think Ahead

Start exploring university courses, apprenticeships, or careers early. Attend open days, follow organisations on LinkedIn, or arrange some work experience in Year 12.



## **Support and Intervention**

Our school Library is open and staffed throughout the school day, providing a quiet, resource-rich environment ideal for independent study.

The Sixth Form study centres are well-equipped with computers, Wi-Fi, and a range of study tools, including whiteboards, pens, flashcards, and revision technique templates to support different learning styles. These are accessible to all students during school hours.

WIFI is available throughout the school, allowing you to use your laptop or device for research, note-taking, or accessing online learning platforms.

We also offer dedicated wellbeing support through our on-site counsellor. If you're feeling overwhelmed, need to talk, or want advice, you can book a confidential session at any time.



# Career Support Activities

Alec Reed Academy Sixth Form is proud to be a recipient of the Government's Turing Scheme grant, enabling us to fully fund international educational visits that enhance students' career prospects. As part of our comprehensive careers support programme, we organise annual trips to Asia to provide students with firsthand experience of global workplaces and emerging industries.

In November 2024, 22 students travelled to Bangkok, Thailand, for a ten-day immersive visit focused on developing transferable skills and career awareness. Activities included workshops with local businesses, insight sessions with NGOs, and cultural exchanges that fostered adaptability, communication, and global citizenship. These experiences help students gain a deeper understanding of international career opportunities, enhance their CVs and personal statements, and build the confidence needed to succeed in competitive university courses, apprenticeships, or employment opportunities.

Moreover, we support our students to pursue their aspirations of studying at Russell Group universities through our collaborations with The Elephant Group and Realising Opportunities. Participation in these widening participation programs offers students reduced entrance requirements to some of the UK's top universities, along with comprehensive support throughout the university application process.

Our university partnerships, such as those with the University of Birmingham (UoB), mean that students applying to all courses at the UoB receive a two-grade reduction. In addition, our partnership with Exeter University and the University College of London (UCL) enables our medical applicants to be eligible for a two-grade reduction offer, giving you a competitive edge that most local schools do not offer to their students.

We also have links with King's College London, a prestigious Russell Group university where students are supported with the K+ Scheme. As part of this scheme, students received access to an undergraduate mentor and were able to attend master classes in subjects they wished to study at university. The K+ Scheme supports students with their UCAS applications and offers the opportunity to complete an academic assignment with the support of King's College's PhD students. Successful completion of this programme provides students with a two-grade reduction offer for most courses at King's, as well as a £ 1,000 bursary for their first year at university.

Students are also given support in applying for various other summer school Foundation programmes. We often have many successful applicants to the Sutton Trust enrichment programmes and Russell Group University summer school programmes.

In addition to the support provided to students applying for university, we will also support and guide students in other post-18 pathways. We have established strong connections with prominent businesses in the City of London. As a preferred partner of the EY Foundation, our students gain preferential access to work experience opportunities at EY and its corporate partners. This partnership has enabled students to gain valuable work experience in various sectors, including business, charities, the public sector, finance, investment banking, real estate, technology, and many more. Additionally, our enhanced partnership with AXA Insurance opens doors for students to receive work experience and mentoring from a range of leading financial services firms specialising in the insurance market and investment banking.



# Academic Support Activities

In Sixth Form, you will benefit from consistent support, mentoring, and coaching from your dedicated Form Tutor during daily tutor time. Each day is focused on developing a specific skill, ranging from communication and teamwork to time management and academic resilience, ensuring you build both interpersonal and academic strengths.

In addition to daily tutor sessions, we hold academic mentoring meetings once per term. These sessions provide an opportunity for you to reflect on your academic progress, discuss your data, and set personalised SMART targets to help improve your performance.

Your Head of Year (HOY) is also available to offer more tailored support when needed. Whether it's setting daily or weekly goals, improving organisation, building accountability, or addressing other challenges, your HOY will work closely with you to ensure you're fully supported in reaching your potential.

**Please review the example report below.** Pay close attention to the **colour coding** and **Attitude to Learning (ATL)** descriptors, as it's important that you fully understand what each element represents. This will help you interpret your own report and identify areas of strength and those needing improvement.



<b>Student name:</b>	Student X	<b>Tutor Group:</b>	Hampstead
<b>Current attendance:</b>	93.8 %	<b>Number of lates to school:</b>	3
<b>Average ATL in lessons</b>	1.00	<b>Average ATL out of lessons</b>	1.33
<b>Contact information:</b>	Tutor: Mr Cooper	<b>Head of Year 13: Miss Priya Madani</b> <a href="mailto:priya.madani@alecreedacademy.co.uk">priya.madani@alecreedacademy.co.uk</a>	<b>Assistant Principal – KSS: Mr Wajid Raja</b> <a href="mailto:wajid.raja@alecreedacademy.co.uk">wajid.raja@alecreedacademy.co.uk</a>

Please find below X's academic report below, which reflects his current progress and attitude to learning. In the table above you will find the year-to-date attendance and the number of recorded lates for either AM registration or a student's first lesson of the day, whichever comes first for the day. As well as tracking expected levels of progress, we also provide grades that reflect James's attitude to learning both in lesson, during the school day, and outside of lesson in relation to homework and crucially for Sixth Form students, their use of independent study. Their performance in both of areas is colour coded and the judgements for these are shown in the table on the last page of this report.

In the table below, you will find his **Target Grade** (based on prior attainment) for each individual subject; his **Current Working at Grade** based on the results of most recent assessments, classwork and homework and the end of Year 13 **Predicted Grade**; the predicted grade will be used for his University application.

Above target (T+)	On target (T)	Below target (T-)
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	Year 12 Summer					Year 13 Autumn 1					Year 13 Autumn 2					Year 13 Spring 2				
	NSS Target	Current Grade	Mock Grade	ATL IN lesson	ATL OUT lesson	Current Grade	Predicted Grade	ATL IN lesson	ATL OUT lesson	Current Grade	Predicted Grade	Mock Grade	ATL IN lesson	ATL OUT lesson	Current Grade	Predicted Grade	Mock Grade	ATL IN lesson	ATL OUT lesson	
Computing	B3	A3	A1	1	1	B1	A3	2	2	A2	A2	A2	2	1	A3	A2	A2	1	1	
DT	B3	B1	C3	1	1	B1	A3	1	1	B1	A3	C3	1	1	B1	A1	B1	1	1	
Geography	B3	C1	C3	2	2	C1	B3	2	3	B3	B2	B3	2	2	C1	B3	C3	1	2	

At Alec Reed Academy we use ClassCharts ([www.classcharts.com](http://www.classcharts.com)) to track behaviour, achievement, attendance, punctuality and homework for all pupils. You have access to an account both in app form and on a computer so that you can monitor your child's behaviour daily. If you do not yet have access to ClassCharts or would like any further information or guidance regarding the information contained in this report please contact the Head of Year, Ms Madani, or the Head of 6<sup>th</sup> Form, Mr Raja.

Attitude to learning in lesson	Attitude to learning out of lesson
<b>1. The student completes all tasks to an extremely high level and always actively participates in lessons.</b> <ul style="list-style-type: none"> <li>The student takes pride in completing all work to the absolute best of their ability.</li> <li>Actively seeks out feedback and is persistent in using this to improve their work.</li> <li>Asks and answers questions to check their understanding of a topic.</li> <li>Always fully focuses on their learning and enables others to do the same.</li> <li>As a result of their engagement in class the student is on track to meet or exceed their end of year target.</li> </ul>	<b>1. The student completes all homework on time, to an extremely high standard. They are also proactive in additional independent learning.</b> <ul style="list-style-type: none"> <li>The student takes pride in completing all homework to the absolute best of their ability.</li> <li>The student identifies knowledge gaps and is proactive in choosing a range of appropriate tasks to address these.</li> <li>Where appropriate, the student attends and fully engages with intervention and enrichment opportunities.</li> <li>The student is very organised to ensure that they always meet all deadlines.</li> </ul>
<b>2. The student completes all tasks to a high level and frequently actively participates in lessons.</b> <ul style="list-style-type: none"> <li>The student takes pride in completing work to the best of their ability.</li> <li>Responds positively to feedback and uses this to improve their work.</li> <li>Asks and answers questions to check their understanding of a topic.</li> <li>Always fully focuses on their learning and enables others to do the same.</li> <li>As a result of their engagement in class the student is on track to meet or exceed their end of year target.</li> </ul>	<b>2. The student completes all homework on time, to a high standard. They are also proactive in their independent learning.</b> <ul style="list-style-type: none"> <li>The student takes pride in completing homework to the best of their ability.</li> <li>The student identifies knowledge gaps and is chooses appropriate tasks to address these.</li> <li>Where appropriate, the student attends and fully engages with intervention and enrichment opportunities.</li> <li>The student is organised and meets deadlines.</li> </ul>
<b>3. The student completes tasks to an acceptable level and participates in lessons.</b> <ul style="list-style-type: none"> <li>The student takes completes work to an acceptable standard.</li> <li>Accepts feedback and sometimes uses this to improve their work with support.</li> <li>Sometimes asks and answers questions when directed to them.</li> <li>Focuses on their learning and enables others to do the same.</li> <li>As a result of their engagement the student is on track to meet end of year target, support may be required.</li> </ul>	<b>3. The student usually completes homework on time, to an acceptable standard. They are willing to engage with teacher led interventions.</b> <ul style="list-style-type: none"> <li>The student usually completes homework to the best of their ability.</li> <li>The student uses some appropriate revision activities to develop their knowledge and understanding.</li> <li>Where appropriate the student attends and engages with intervention and enrichment opportunities.</li> <li>The student is usually organised and meets deadlines.</li> </ul>
<b>4. The student is inconsistent in completing tasks to an acceptable standard and can be reluctant to participate.</b> <ul style="list-style-type: none"> <li>The student does not always complete work to an acceptable standard.</li> <li>The student can be reluctant to accept feedback or may be unwilling to improve their work.</li> <li>The student reluctant to ask or answer questions.</li> <li>The student may not be fully focused on their learning and sometimes disrupt others.</li> <li>As a result of lack of engagement in class the student is not currently on track to meet their end of year target.</li> </ul>	<b>4. The student is inconsistent in completing homework on time, to an acceptable standard and can be reluctant to participate in intervention and enrichment.</b> <ul style="list-style-type: none"> <li>The student is inconsistent in completing homework. Quality of homework varies.</li> <li>When guided, the student undertakes some revision activities to develop their knowledge and understanding.</li> <li>The student can be reluctant to attend and engage with intervention and enrichment opportunities.</li> <li>The student is inconsistent in meets deadlines.</li> </ul>
<b>5. The student rarely completes tasks to an acceptable standard and is reluctant to participate in lessons.</b> <ul style="list-style-type: none"> <li>The student rarely completes work.</li> <li>The student is reluctant to accept feedback and unwilling to improve their work.</li> <li>Unwilling to answer question directed to them.</li> <li>The student does not focus on their learning and regularly disrupts others.</li> <li>As a result of lack of engagement in class the student is not on track to meet their end of year target.</li> </ul>	<b>5. The student rarely completes homework on time, to an acceptable standard and is reluctant to participate in intervention and enrichment.</b> <ul style="list-style-type: none"> <li>The student rarely completes homework and those submitted are often of poor quality.</li> <li>The student is unwilling to complete revision activities independently.</li> <li>The student rarely attends intervention and enrichment opportunities.</li> <li>The student is disorganised and rarely meets deadlines.</li> </ul>



# Getting Involved: Extracurricular & Leadership Opportunities

One of the best parts of Sixth Form is the chance to go beyond your academic subjects and take part in meaningful extracurricular activities. These opportunities help you build confidence, develop transferable skills, and enhance your CV or personal statement.

## **Clubs and Societies**

From sports teams and music ensembles to drama, coding, debate, and environmental groups - there's something for everyone. If you don't see a club that matches your interests, you can start your own!

## **Volunteering and Community Involvement**

Get involved with local charities, mentor younger students, or support school events. Volunteering is a great way to give back and gain valuable experience.

## **Trips and Enrichment Activities**

Keep an eye out for subject-specific trips, university visits, guest speakers, and workshops throughout the year.

## **Student Leadership**

Take an active role in shaping the Sixth Form experience by applying for leadership positions such as:

- Head Student
- Culture and Diversity Prefects
- Wellbeing Prefects
- Academic enhancement Prefects
- Sports Prefects

These roles develop your communication, teamwork, and leadership skills, and they make a real impact on the Sixth Form and wider school community.

## **Why It Matters**

Engaging in extracurricular activities shows that you're a well-rounded individual. Universities and employers value applicants who take the initiative and make the most of the opportunities available to them.

**Top Tip:** Choose one or two activities you genuinely enjoy and commit to them. Quality matters more than quantity!



# Timings and Communication

Time	Details
8:30	All students should be on site
8:40—9:00	Tutor Time
9:00—10:00	Period 1
10:00—11:00	Period 2
11:00—11:15	Break
11:15—12:15	Period 3
12:15—13:15	Period 4
13:15—14:00	Lunch
14:00—15:00	Period 5
15:00—16:00	Period 6

All communication with parents and students will be conducted via the school phone, email, or Class Charts.

Please ensure you have downloaded the Class Charts app and obtained your parental access code. The app provides access to your child's timetable, teacher announcements, and progress tracking.

If you require assistance with setting up or using the app, please get in touch with a member of the Sixth Form team.



# Attendance and Punctuality

## What's the importance of good attendance?

At Alec Reed Academy, we strive for excellent attendance that contributes to maintaining a positive Academy and a secure climate for effective learning and achievement. Research has shown a clear link between attendance and attainment at Sixth Form, with those students who have poor attendance being more likely to achieve lower grades in their course.

## What is "Good" Attendance?

The Academy target is 96% attendance, although we strive for 100% attendance for all students. Any student with attendance below 96% is a concern. The Government considers any student with an attendance rate of 90% or below to be a Persistent Absentee.

The following table illustrates a more detailed impact of low attendance. This is based on students having, on average, three lessons a day.

Attendance over the whole year	Days missed	Weeks missed	Number of lessons missed
99%	2 days	0	6 lessons
98%	4 days	0	12 lessons
97%	6 days	0	18 lessons
96%	8 days	1 week, 1 day	24 lessons
95%	10 days	1 week, 3 days	30 lessons
94%	12 days	2 weeks, 2 days	36 lessons
93%	14 days	2 weeks, 4 days	42 lessons
92%	16 days	3 weeks	48 lessons
91%	18 days	3 weeks, 3 days	54 lessons
90%	19 days	4 weeks	57 lessons



# Absence, lateness, and holidays

If a child is absent, parents or carers should contact the school office by phone or email ([adminp@alecreedacademy.co.uk](mailto:adminp@alecreedacademy.co.uk)) before 08:30 on each day of absence. The school requires a letter or email confirming the reason for the absence on the student's return. Only the school can authorise absence and will challenge absence where necessary. For further guidance, please visit the Public Health Agency website.

## Planned Absence

Any request for absence should be made in writing at least three days in advance. We ask that parents try and make appointments, so they have minimal impact on the school day. This includes absences for religious festivals such as Diwali, Eid and Vaisakhi.

## Persistent Absence (PA)

This refers to any student with attendance below 90%. Below is a table showing the number of days of absence that would result in a pupil becoming a PA.

October half term	Christmas	February half term	Easter	May half term	End of year
4 days	7 days	10 days	13 days	16 days	19 days

Authorised absence	Unauthorised absence
<b>Illnesses (a medical certificate will be required if the illness lasts longer than 10)</b>	<b>Term time holiday</b>
<b>A medical appointment (evidence of this is needed before absence can be approved)</b>	<b>Driving lesson</b>
<b>Emergency medical care</b>	<b>Doctor/Dentist appointment (routine)</b>
<b>Court Attendance</b>	<b>Interview for casual employment</b>
<b>Religious observance</b>	<b>Part-time job</b>
<b>Funeral/difficult family issues</b>	<b>Catching up on work</b>
<b>Work experiences/internship/university open days to be confirmed by HOY/AP first</b>	<b>Studying in the library during lesson periods</b>



# Prohibited items and phone policy

## **Prohibited Items and Substance Policy**

Students must not bring illegal substances, cigarettes, e-cigarettes, vapour pens, matches, lighters, knives, or any weapons onto school premises. Such actions are considered a serious breach of school rules. We have a zero-tolerance policy regarding the possession of offensive weapons, and any such possession will be reported to the police.

The school strongly opposes substance abuse, including drugs, legal highs, alcohol, solvents, and tobacco. Appropriate disciplinary action will be taken against those who violate the rules. Any student found knowingly in possession of illegal substances or legal highs may face permanent exclusion.

## **Mobile Phone Policy**

Mobile phones must not be used during the school day unless explicitly permitted by a teacher within a supervised lesson for activities such as research or quizzes. At all other times, phones should be kept in bags and may only be used during break and lunch periods.



# Pastoral Care and Safeguarding

Our pastoral care is principally managed through the year group. Your child's first point of contact should be their form tutor, who works closely with the Head of Year and the Sixth Form Pastoral Team. Effective communication between home and school is crucial. We regularly send information home by email, so please ensure we have an address you check frequently. If you have any queries or concerns, you should contact the Head of Year in the first instance. Our email address, [sixthform@alecreedacademy.co.uk](mailto:sixthform@alecreedacademy.co.uk), is the initial point of contact, which will be passed on to the most relevant person to deal with.

## Safeguarding

The school has a statutory responsibility to ensure the welfare and well-being of students in our care. We take this matter seriously and work closely with various external agencies to gain specialist advice and support. The school's Designated Safeguarding Lead is Anne Franklin, and the Deputy Safeguarding Lead is Catherine Kenny.

## Medical

Parents should notify the school of any medical conditions affecting their child and keep us updated on any significant changes. We will work with you to complete an Individual Health Care Plan. Further details about the school's provision, including the Individual Health Care Plan, can be found in our Healthcare Policy on our website.

## Accidents

The school has qualified first aiders on site to deal with emergencies. If we believe your child requires further treatment or assessment, we will contact you and ask you to collect your child and take them to an appropriate medical facility. If, in an emergency, we need to call an ambulance for your child, we will also contact you as soon as possible. It is, therefore, essential that the school has up-to-date information to enable us to contact you in the event of an emergency.

## Illness

If your child becomes unwell at school, we may contact you to arrange for them to be collected. Whilst we want students to be in school as much as possible, it is important to wait until your child has recovered before sending them back to school. Students suffering from sickness or diarrhoea should not return for 48 hours after the last episode.

## Medication

We encourage students to take responsibility for their health and to manage their conditions and medication whenever possible. Students who need to have medication in school must have this agreed in writing through an Individual Health Care Plan or Temporary Medication Form. Students who have emergency medication (e.g. for asthma/diabetes/anaphylaxis) are expected to have this readily available with them in school.



# Dress Code and Appearance

At Alec Reed Academy, Sixth Form students are role models. That means dressing in a **smart-casual** way that shows respect for yourself, others, and your learning environment.

## ***Do Wear:***

- ◆ Smart trousers, skirts, or dresses (knee-length or longer)
- ◆ Shirts, blouses, or smart tops
- ◆ Plain jumpers or cardigans
- ◆ Smart shoes or clean, plain trainers

## ***Don't Wear:***

- ◆ Ripped jeans, shorts, tracksuits, or sports kits
- ◆ Crop tops, strapless or low-cut tops
- ◆ Sliders, flip-flops, or beachwear
- ◆ Clothing with offensive slogans or big logos

## ***Keep in Mind:***

- ◆ Clothes should be clean and neat
- ◆ No hats or hoods indoors (except for religious reasons)
- ◆ Keep makeup, jewellery, and piercings subtle
- ◆ Dress like you're going to a job or university interview
- ◆ If your outfit isn't suitable, you may be asked to work from the sixth form office or go home and change.





# Finances

The Alec Reed Academy's central finance team handles finances. They can be contacted at [finance@alecreedacademy.co.uk](mailto:finance@alecreedacademy.co.uk)

## Free School Meals

If you believe your child is eligible for Free School Meals, details of how to apply are available on our [website](#). For new students, this must be done, regardless of whether the student has been receiving Free School Meals in their previous school, as this information does not transfer automatically when the student joins us.

## Bursary

The Department for Education established the 16-19 Bursary Fund in 2011. The Fund aims to help 16–19-year-olds continue their education, where they may struggle due to financial reasons. It enables students to access additional funds to support their learning, participate in activities that enrich their educational experience, and pursue higher education opportunities. There are two elements to the Fund:

1. A fixed allocation of £1,200 per annum available to the most vulnerable young people – students: in care/care leavers; on income support; in receipt of Employment Support/Disability Living Allowance
2. A discretionary fund available for the school to distribute as it sees fit, targeting those who might struggle to stay in education due to financial reasons. More information can be found [here](#).

## Online Payment System

Alec Reed Academy offers parents/carers and staff the ability to use the internet to make payments to the Academy. Click on the link below to learn more about how we utilise ParentPay [www.parentpay.com](http://www.parentpay.com). This is a free service for parents, carers, and staff, with no additional charges for online payments.

For students newly joining us, parents receive a letter containing their child's user ID and password as soon as they are fully registered as a pupil or student at the Academy, allowing them to start using ParentPay immediately. Parents/Carers find ParentPay a more secure, convenient and reliable option for both them and their child. Available 24 hours a day, 7 days a week, it provides the freedom to make payments whenever and wherever you like. The Academy still accepts payment by cash and cheque, but the Academy encourages as many parents as possible to use ParentPay.



# Behaviour policy- Praise

At Alec Reed Academy, we believe recognising and celebrating student achievements is essential to building confidence, motivation, and a positive learning environment. Our Sixth Form praise policy encourages all students to strive for excellence and take pride in their efforts.

Praise type	Details
<b>Verbal Praise</b>	<b>Teachers regularly acknowledge effort, progress, and achievement during lessons, and this is tracked on Class charts.</b>
<b>Student of the week</b>	<b>Outstanding achievements and contributions are celebrated through weekly assemblies, newsletters, and noticeboards.</b>
<b>Student of the term</b>	<b>Students demonstrating exceptional commitment, improvement, or leadership receive formal awards and certificates also recognised in our newsletters.</b>
<b>Rewards trip</b>	<b>Model students are selected to participate in exclusive rewards trips, including our annual cultural trip to Thailand, recognising their exemplary behaviour and dedication.</b>
<b>Morning starts</b>	<b>Selected students with the highest attendance will also be granted late starts for the second half of each term. This information will be shared with parents and students via class charts and teams.</b>
<b>End of Year 12 Awards</b>	<b>10 award categories with a reward of £100 each. Students selected for this award must display consistently display excellent attitude and commitment to strive for the best.</b>



# Behaviour Policy – Sanctions

Stage	Trigger Criteria	Actions	Monitoring & Follow-Up
N/A	<ul style="list-style-type: none"> <li>• First late in a week - negative behaviour point</li> <li>• Second late in a week—one hour detention on a Friday - 15:00</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed</li> </ul>	<ul style="list-style-type: none"> <li>• First-stage: Persistent offenders will lose the right to go off site at break and lunch</li> <li>• Second-stage: Persistent offenders will lose their early finish privilege</li> </ul>
1	<ul style="list-style-type: none"> <li>• 2 behaviour incidents in 1 week</li> <li>• Attendance/punctuality &lt;90% over 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with SaFE or tutor</li> <li>• Parents informed</li> <li>• Report card issued</li> </ul>	<ul style="list-style-type: none"> <li>• Show report to SaFE daily</li> <li>• If issues continue after 3 weeks → Stage 3</li> </ul>
2	<p>On Stage 1 AND:</p> <ul style="list-style-type: none"> <li>• 2 more incidents next week</li> <li>• Attendance &lt;90% over 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Head of Year + parents</li> <li>• Report card issued</li> </ul>	<ul style="list-style-type: none"> <li>• Show report to HoY daily (max 6 weeks)</li> <li>• If improved → back to Stage 1</li> <li>• If not → Stage 3</li> </ul>
3	<p>On Stage 2 AND:</p> <ul style="list-style-type: none"> <li>• 2 incidents that week</li> <li>• OR serious incident</li> <li>• OR attendance &lt;70%</li> </ul>	<ul style="list-style-type: none"> <li>• Sent home with AP meeting</li> <li>• Stage 3 report issued</li> </ul>	<ul style="list-style-type: none"> <li>• Show report to Sixth Form AP daily for 2 weeks</li> <li>• If still persistent → Stage 4</li> </ul>



# Academic and learning policy

At Alec Reed Academy, we expect every Sixth Form student to be ambitious, focused, and proactive in their learning. Our goal is to prepare you for university, apprenticeships, or employment by upholding high standards and providing consistent support.

## **We expect all our sixth formers to:**

- ◆ Attend all lessons punctually, fully prepared, and ready to engage.
- ◆ Use independent study periods wisely. These study periods are vital for deepening understanding and staying ahead.
- ◆ Have folders to organise work chronologically; day folders should include the term's work and be brought to school every day, and main folders should be kept at home. We will be conducting folder checks last two weeks of each half-term.
- ◆ Complete all homework and assignments on time, with the highest standards of effort and quality.
- ◆ Take full responsibility for your learning and progress by being proactive and seeking help when you need it.
- ◆ Respect the learning environment by maintaining focus, discipline, and positive attitudes.
- ◆ Embrace feedback as a tool for continuous improvement and strive for excellence in all aspects of your work.

## **Folder Organisation and Checks**

Students are required to organise their work using two types of folders:

- ◆ **Day Folder:** This folder should contain all current work for the term and must be brought to school every day.
- ◆ **Main Folder:** This folder should be kept at home and used to store previous or completed work in an organised manner.

To ensure folders are kept in good order, we will be conducting **folder checks during the last two weeks of each half-term.**

We celebrate and reward dedication, effort, and achievement, recognising the hard work students put into their studies. Academic progress is closely monitored through regular reviews to ensure students stay on track. Those who do not meet expectations will receive targeted support and mentoring to help them improve their performance.



# Independent study and homework

In Sixth Form, students are expected to work independently across all subjects. This includes reading beyond the syllabus and completing tasks that go beyond regular homework to reach or exceed target grades.

Students have **10 hours of independent study each week**, of which 5 hours are supervised in the Silent Study Room (SSR), which should be used productively. Suggested tasks include flashcards, Cornell notes, mind maps, pre-reading, past papers, and textbook questions. Further guidance is available in the Mastery Guide.

## Independent Study ≠ Homework

**Homework** is set by the teacher with specific deadlines and tasks.

**Independent study** is self-directed work students do to reinforce and expand their learning. Completing just homework is not enough. **Success in the Sixth Form requires both.**

## Why Independent Study Matters

**Essential for success** - Achieving or exceeding target grades requires more than completing homework; it demands consistent, proactive learning.

**Develop key academic skills** - Researching, summarising, note-taking (e.g., Cornell notes), and exam practice are crucial for university readiness.

**Bridges the gap between lessons** - Independent study helps students consolidate learning and prepare for upcoming content.

**Tailored to individual needs** - Unlike homework, students can focus on weaker areas or topics they want to explore further.

There is no fixed homework timetable, but students will typically receive **1-2 tasks each evening**. All homework is set via **Microsoft Teams or the Bromcom Student App** and may be submitted electronically.

## Expectations for students:

- ◆ Check Teams/Class Charts regularly for homework and key updates.
- ◆ Meet deadlines and manage time effectively.
- ◆ Use study periods to support academic progress.
- ◆ Catch up on any missed work due to absence.
- ◆ Seek help before deadlines if needed.

## Parental support:

- ◆ Encourage independence while supporting homework routines.
- ◆ Provide or support access to a quiet study environment.
- ◆ Monitor deadlines and homework completion via Class Charts.

Failure to complete homework will result in behaviour points and possible sanctions if the issue persists.



# E-Safety Policy (Including Acceptable Use Agreement)

Alec Reed Academy has outlined its commitment to safeguarding and promoting the welfare of all students in its Child Protection and Safeguarding Policy and its Health and Safety Policy. Safeguarding refers to the actions taken to keep children safe and protect them from harm in all aspects of their school life, ensuring they achieve the best possible outcomes. This is underpinned by a culture of openness where both children and adults feel secure, able to talk, and believe that they are being listened to.

Alec Reed Academy is committed to fulfilling its moral and statutory responsibilities, ensuring that robust procedures are in place to outline the actions it will take to prevent harm, promote well-being, create safe environments, and respond to specific issues and vulnerabilities.

Alec Reed Academy will meet its commitment by:

- Having robust processes in place to ensure the online safety of students, staff, volunteers, trustees and governors.
  - Delivering an effective approach to online safety, which empowers Alec Reed Academy to protect and educate the whole ARA community in its use of technology
  - Establishing clear mechanisms to identify, intervene and escalate an incident, where appropriate.
- The use of ICT systems and accessing the internet is subject to the E-Safety Policy, which can be found [here](#).



Dear Sixth Formers,

Thank you to everyone who attended our Sixth Form induction. It was a pleasure to meet you and start this exciting and important journey together. For those who were unable to join us, we look forward to welcoming you properly in September.

We spent some time exploring *why this stage matters*. Sixth Form is more than just the next academic step; it's a time to grow, explore and prepare for your future. Here are some key messages we shared on the importance of Sixth Form:

- ◆ **Broaden your horizons:** Trips, societies, EPQs, and volunteering will help you expand your outlook beyond the classroom.
- ◆ **Deepen your passions:** The Sixth Form allows you to explore subjects you love in real depth.
- ◆ **Shape your future:** The choices you make now can open doors to university, apprenticeships, gap years, or work.
- ◆ **Develop key life skills:** Independence, time management, and critical thinking are all qualities valued by employers and universities.
- ◆ **Build strong relationships:** Teachers, tutors, and peers will support you in making confident, informed choices.
- ◆ **Access exciting opportunities:** Your time here can be your ticket to top courses and careers.

Over the summer, please take time to:

- ◆ Reflect on your subject choices and areas you're passionate about.
- ◆ Read widely about your subjects.
- ◆ Get involved in something new - a course, a volunteering role, or work experience.
- ◆ Begin developing habits that will support your independence and organisation.

We're proud of the ambitious, resilient, and aspirational community we're building in Sixth Form, and we look forward to seeing the contributions you will all make.

Have a restful and enriching summer, and we look forward to seeing you in September.

Kind regards,

*P. Madani*

Miss Madani  
Head of Year 12