STUDENTS & PARENT/CARER HANDBOOK

Djanogly
City Academy Sixth Form

Your Pathway
Your Career



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Ofsted
Outstanding
Provider

Djanogly
City Academy Sixth Form

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THE SIXTH FORM TEAM

Name	Andy Smith	Alex O'Byrne-Lynch	Katria Lipscombe-Bailey	Lauren Raymond	Hannah Walledge
Role	Principal	Director of Sixth Form	Achievement Leader for Sixth Form	Sixth Form Administrator	Graduate Leader for Sixth Form
Responsibilities	Line manager	✓ Admissions ✓ Attendance ✓ Punctuality ✓ Behaviour ✓ Expectations ✓ Pastoral care ✓ Safeguarding ✓ Curriculum ✓ Exam preparation ✓ Teaching and Learning ✓ UCAS/ Careers ✓ Mentoring & coaching ✓ Sixth Form Pathways ✓ Aspire Programme ✓ Budget	✓ Behaviour ✓ Expectations ✓ Pastoral care ✓ Safeguarding ✓ Personal development ✓ Student Leadership Team ✓ Forum ✓ Attendance ✓ Punctuality ✓ UCAS ✓ Mentoring & coaching ✓ Masterclasses	✓ Attendance ✓ Punctuality ✓ Bursary ✓ Cover work	✓ Cultural Capital ✓ Safeguarding ✓ UCAS ✓ Mentoring & Coaching ✓ SEN

YOUR PATHWAY
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Djanogly City Academy Sixth Form

Ofsted Outstanding Provider

Welcome to Djanogly City Academy Sixth Form
We are proud to share that in December 2024, Djanogly City Academy Sixth Form was rated **'Outstanding'** by Ofsted. This recognition reflects the exceptional commitment of our staff, the dedication of our students, and the vibrant, inclusive culture that defines our sixth form community.

The Ofsted report highlighted the unique and transformative experience our sixth form offers:

- *"The sixth form provides a transformative environment. This enables students who might not thrive elsewhere to achieve remarkable outcomes."*
- *"For many students, the sixth form opens doors that were once thought closed."*
- *"Alongside academic rigour, sixth-form students gain life skills and deep subject knowledge."*
- *"Pupils celebrate each other's cultures through vibrant events such as Black History Month and Roma Heritage Month, enriching their understanding of the world."*

In addition to these comments, the lead inspector described our sixth form as *"Exceptional"*, *"Phenomenal with students"*, and praised our ethos of *"No barriers and no limits."*

This handbook has been designed to support you as parents and carers, providing key information about life in the sixth form and how we work in partnership to ensure every student thrives—academically, personally, and socially.

"Students have tailored pathways, expert teaching, and the support they need to excel academically."
Ofsted Report, 2024

At our specialist 'Pathways' Sixth Form, everything we do is built around one clear principle: **Your Pathway, Your Career**.

We offer a unique and structured programme that aligns each student's ambitions with the most effective school-led, university-led, and business-led outreach opportunities available. From masterclasses and webinars to mentoring and enrichment, every element is designed to deepen your understanding of higher education and careers, raise your attainment, and build the confidence you need to thrive.

Whether your destination is university, a degree apprenticeship, or direct employment, our Pathways provide tailored, high-quality experiences during tutor time, independent study, and at home—ensuring your application stands out nationally. In fact, completion of some programmes can even lead to reduced university offers (e.g. BBB instead of AAA), giving you a significant advantage. With academic progress rates that rival the very best sixth forms in the country, our approach doesn't just open doors—it helps you walk confidently through them.

#Seeingisbelieiving

SIXTH FORM PATHWAYS



SIXTH FORM PATHWAYS

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#OFSTEDOUTSTANDING #TRANSFORMATIONAL #SEEINGISBELIEVING

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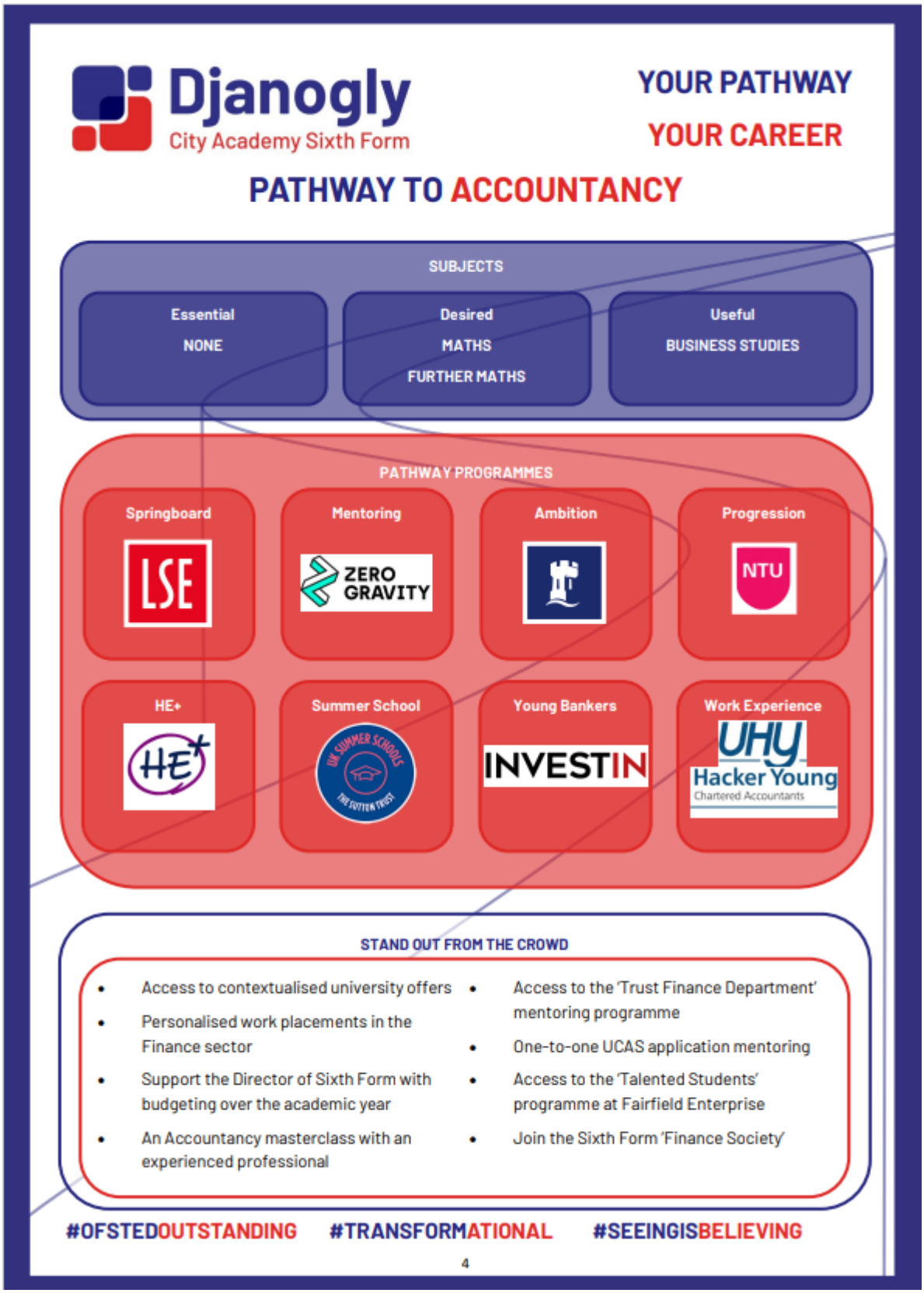

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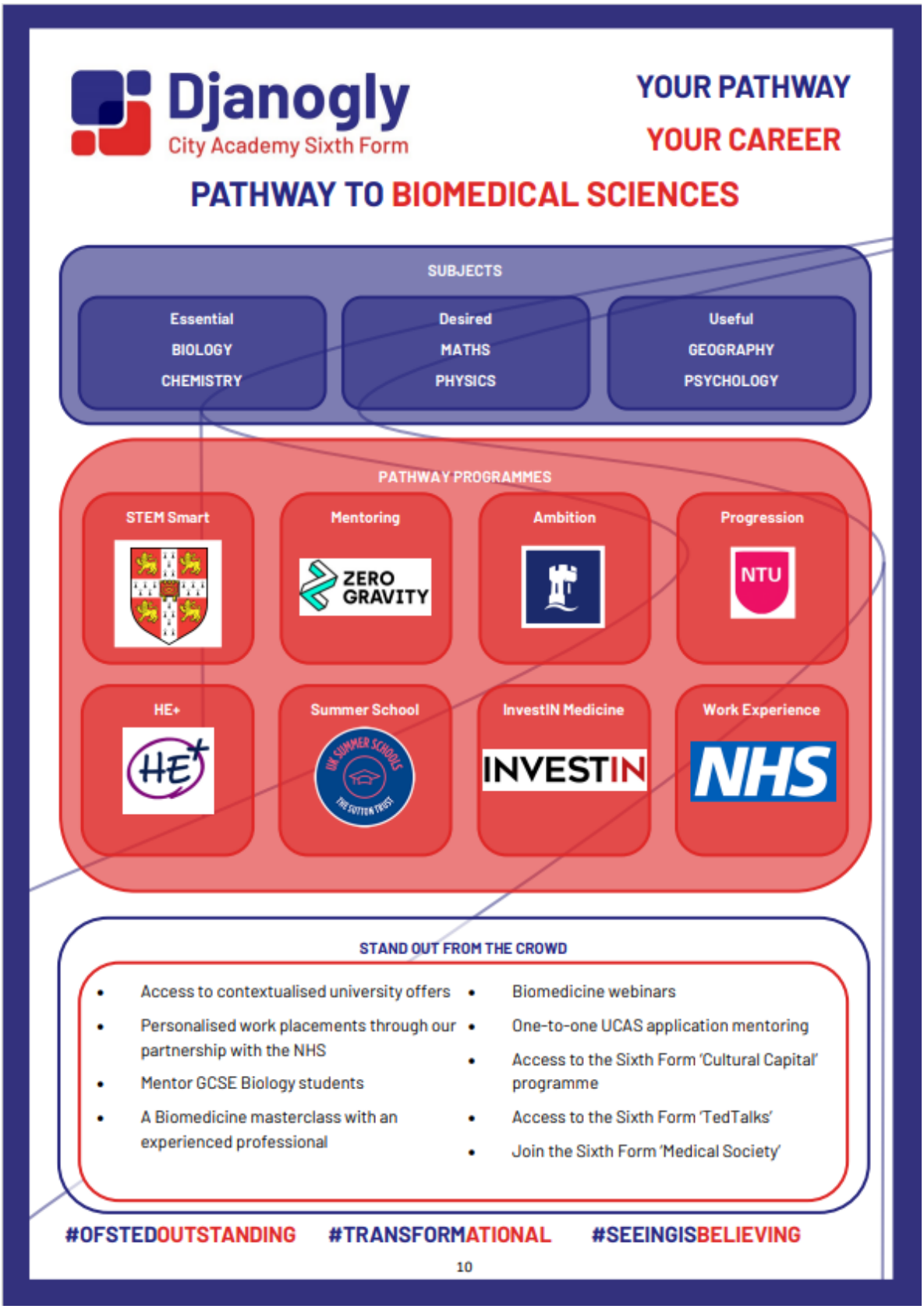

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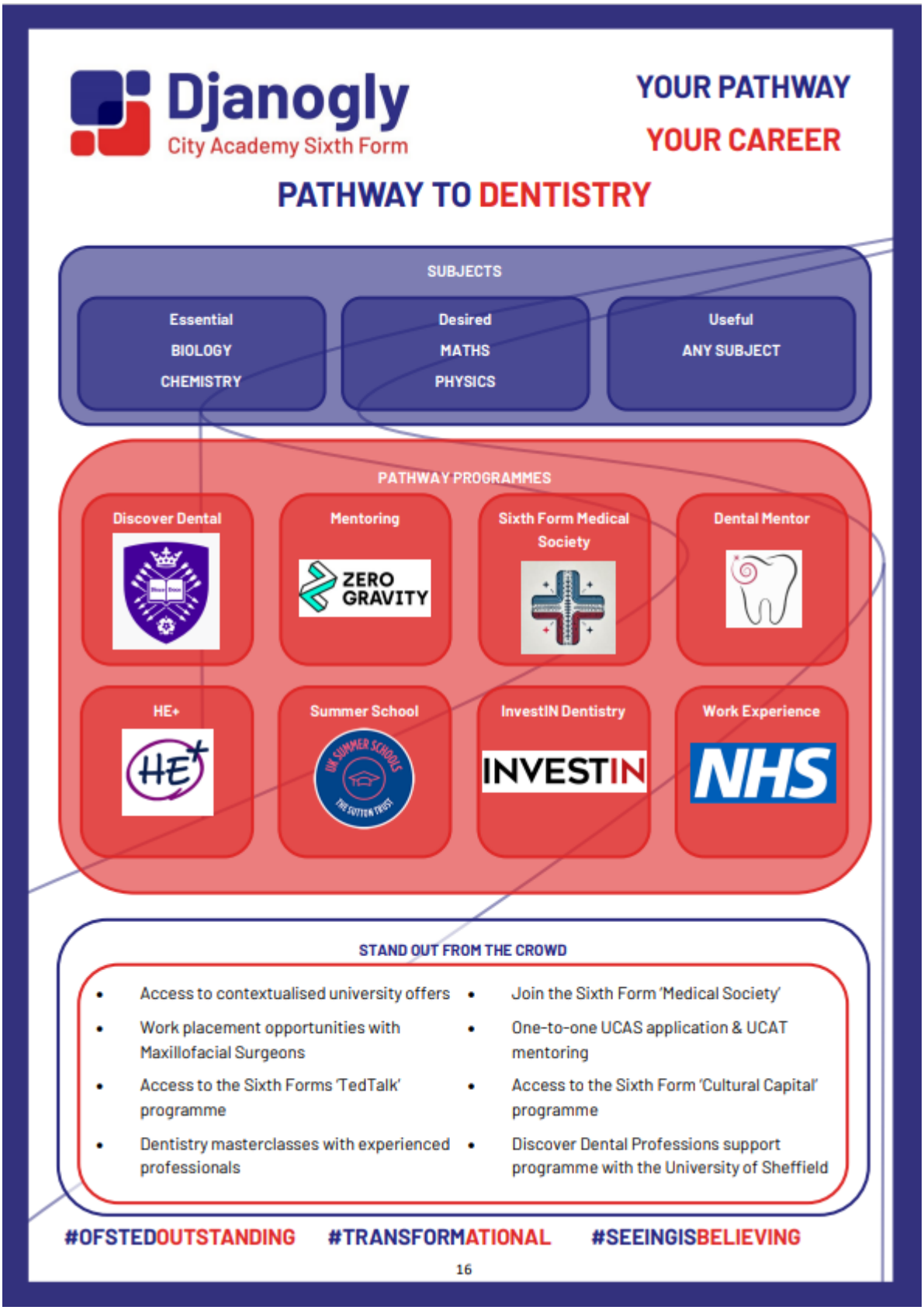

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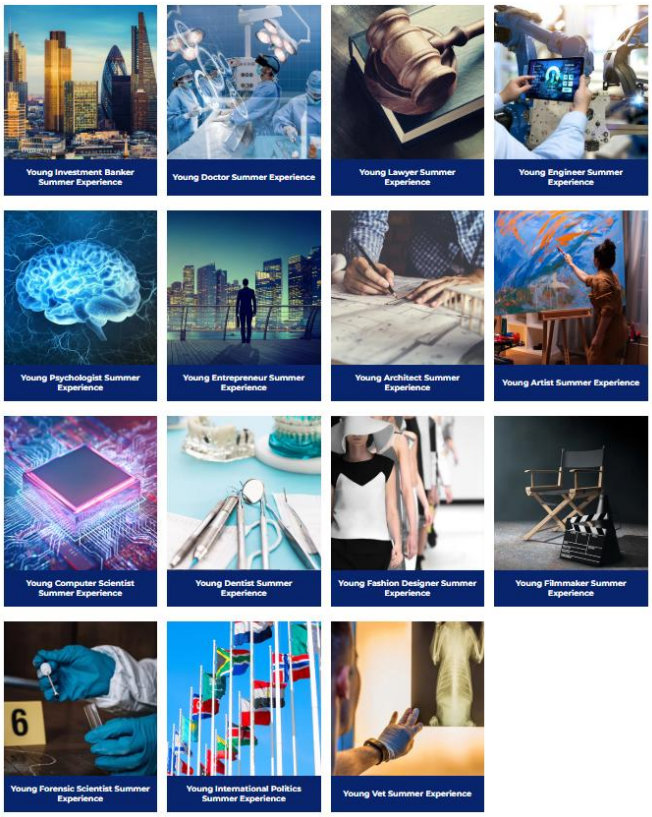
INVESTIN WORK EXPERIENCE

"Staff design tailored pathways that align with students' aspirations, ensuring both academic and personal success. The week-long residential programme in London exemplifies this, providing students with high-quality guidance and immersing them in professional environments. These opportunities foster invaluable skills such as resilience, confidence and professionalism."
Ofsted Report, 2024

Each year, we fully fund an incredible opportunity for seven Sixth Form students to take part in a five-day residential career experience in London through InvestIN – a national provider of immersive work experience programmes.

These industry-focused programmes are designed to boost students' career prospects, build their professional networks, and develop key employability skills. Working alongside leading professionals in their chosen field, students gain hands-on insight into real careers—helping them make informed decisions about their futures and realise their full potential. With 15 different industries to choose from, including medicine, law, engineering, business, journalism, and more, this life-changing experience is a standout feature of our commitment to personalised, aspirational pathways for all students.To explore what InvestIN offers, visit: InvestIN | The Ultimate Work Experience – InvestIN Education



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THE STONEYGATE SCHOLARHSIP

Following the recent Ofsted inspection, which confirmed the *Outstanding* quality of provision at DCA Sixth Form, we are proud to announce an exciting new scholarship opportunity in partnership with the Stoneygate Trust.

In recognition of our students' academic excellence and ambition, the Trust is offering sponsorship to high-performing Sixth Form students, supporting them on their journey to a top university and, ultimately, a successful career. This prestigious award is designed to celebrate exceptional achievement and provide the financial and developmental support needed to unlock the very highest levels of opportunity.

Sponsorship: key elements:

- Sponsor the top performing 3 students each year – based on aggregate A Level results/points.
- Plus, one student selected as the most deserving candidate by the Head of Sixth Form.
- This award is conditional on them applying to a Russell Group/Research University.
- Financial Support: £5k per annum for each full-time year of study, conditional on satisfactory progress year on year – any placement years assumed to be self-funding.
- Commencing: 2025/26 and running through to 2029/30.
- Students would be expected to prepare a brief annual progress report for the Trustees.



CULTURAL CAPITAL

Building on our core **'Pathways'** programme, our structured **Cultural Capital** offer ensures that every student has access to enriching, meaningful experiences that extend learning beyond the classroom.

Our students take part in a diverse range of activities—from music, dance, sport, and food-based events that build social confidence, to opportunities in the arts and literature that deepen cultural awareness and critical thinking. These experiences aren't just enjoyable—they're strategic. Research shows that a strong cultural capital programme can significantly enhance academic outcomes and increase access to prestigious universities and competitive apprenticeships. Projects such as *The Class Ceiling* have highlighted how success in top professions like banking, law, and consultancy is closely linked to an individual's cultural capital.

Because we believe these opportunities should be accessible to all, **the majority of our cultural capital programme is fully funded by the Sixth Form**, ensuring every student benefits—regardless of background.



WHAT TO BRING TO SIXTH FORM

Subject teachers will make known any specific equipment needed. Sixth Form will provide you with:

- 4 folders
- A4 Cornell note taking paper

WHAT TO WEAR

We expect you to take pride in your appearance and to set a good example to younger students in the school as well as to staff and external visitors. In keeping with these principles, you should not wear dress that undermines the value of the school or causes offence.

To provide absolute clarity:

- Hats and hoods should be removed during lessons, SRE and Forum
- Underwear, cleavage or midriffs must not be visible
- Clothing should be smart, clean and modest with no offensive slogans
- Sliders and flip flops must not be worn

This list is not exhaustive and individual judgements may be made by the Sixth Form team.

WEARING YOUR LANYARD

You must always wear your lanyard and ID card for safeguarding, building access, and payments. If you forget or lose it, inform the Sixth Form administrator immediately, as it poses a security risk.

IT ACCOUNTS & EMAIL

You will be issued with an IT log on and email account at the start of the year**.** You are expected to check your email account daily for information from your subject teachers or from the wider Sixth Form team.

MOBILE PHONES & HEADPHONES

Mobile phones and headphones are allowed in Sixth Form but must not be used during lessons, Forum, or exams unless directed by a teacher. In the Sixth Form study areas, music can be listened to with headphones. They are not permitted on the lower school site or in class, and staff may confiscate them if misused. In addition, we have 'mobile free' zones in the Sixth Form which are sign-posted to support your concentration during study periods.

SIXTH FORM LAPTOPS

Every student will be able to lend a laptop to use each day. These must be returned before you leave each day. Please follow this link to the DCA E-Safety Policy: https://www.djanogly.notts.sch.uk/Our-Academy/Policies/

THE SIXTH FORM DAY

MONDAY, TUESDAY, WEDNESDAY, THURSDAY	
08:00	Sixth Form opens
08.25	You must arrive **before** 8.25am
08.30	Forum
09.05	**Period 1**
10.00	**Period 2**
10:55	**Period 3 /** Lunch Time
11:50	**Period 4**
12:45	**Period 4**
13:40	**Period 5**
14.35	**Period 6**
15.30	Independent Study and Enrichment
16:00	End

FRIDAY	
08:00	Sixth Form opens
08.25	You must arrive **before** 8.25am
08.30	**Period 1**
09.30	**Period 2**
10.30	**Period 3**
11:30	Forum
12:30	End

SIXTH FORM FORUM

You are required to attend Forum every morning. It is compulsory and counts towards attendance data. This is an important part of the Sixth Form week where we join together as a whole community and where important personal development informationand notices are given to you.

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SAFEGUARDING AT DCA

Safeguarding at Djanogly City Academy
At Djanogly City Academy, the safety and wellbeing of our students is our highest priority — and we rely on the support of our community to help protect young people.

How you can help
If you have any concerns about a student's safety — whether inside or outside the Academy — please contact us **immediately**. Your support is vital. When concerns are reported, our trained safeguarding team can respond swiftly and effectively.

To report a concern, please contact one of our Deputy Designated Safeguarding Leads (Deputy DSLs) using the details below:

DCAsafeguarding@djanogly.notts.sch.uk
0115 942 1300

Deputy Designated Safeguarding Leads

- **Andrew Smith**
  Principal – Deputy DSL
  A.Smith@djanogly.notts.sch.uk
- **Alex O'Byrne-Lynch**
  Director of Sixth Form – Deputy DSL
  Alex.OByrne-Lynch@djanogly.notts.sch.uk
- **Katie Newton**
  Vice Principal – Deputy DSL
  K.Newton@djanogly.notts.sch.uk
- **Shana Regan**
  Director of Safeguarding –DSL
  S.Regan@djanogly.notts.sch.uk
- **Mark Ransford**
  Family Support Worker – Deputy DSL
  M.Ransford@djanogly.notts.sch.uk

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SIXTH FORM WELLBEING

Our Sixth Form Graduate Leader is responsible for overseeing an impactful provision that aims to develop our students mind management skills through providing them with an effective toolkit of:

- Positive wellbeing practices.
- Knowledge of what '*flourishing*' is and how to achieve it.
- An attitude of accountability and self-awareness.
- A programme of cultural capital that:
  - Provides experiences that boost wellbeing.
  - Develops a sense of self within the wider community.
  - Provides opportunities that they would otherwise not access.
  - Brings in experiences and expertise that broadens the ambitions of students beyond the walls of sixth form. We are currently working closely with '*ChalleNGe*' – Nottingham's Cultural Education Partnership https://challengenottingham.co.uk/cultural-rucksack – to deliver our own 'Cultural Rucksack' that provides our students with high quality opportunities, weaved into our overall offer.

We rely on communication from staff, students, and parents to have as complete an idea of student wellbeing as possible.

Graduated response to Wellbeing Support:

Under the graduated response all students receive a portion of the wellbeing provision. How much is flexible and varied based on student need. The provision is accumulative rather than transitional, meaning students gain further access depending on need:

High Need: These students are identified as requiring daily check-ins which can be anything from a "*you okay*?" to an hour-long conversation. Typical high need students are at significant risk of panic attacks, stress overwhelm, self-harm, eating disorders, and behavioural outbursts etc. These students are typically offered weekly therapy sessions as an effort to support and improve their wellbeing over time. Students are offered a support plan that promotes self-assessment and accountability for their wellbeing management. These students are met with the highest priority. This may include students with an Education Health & Care plan (EHCP). It is encouraged that students at this level are engaged with multiple agencies of support including home, health, and potentially social care depending on the context.

Active Engagement: These are students that can be identified with Social, Emotional, Mental Health (SEMH) as an additional need to be supported. Support is typically a meaningful conversation (length can vary from 10 minutes to an hour) once a fortnight. This varies based on the students wants and needs. Therapy can be offered to students at this level, should the student seek that level of support. Students have priority access along with High Need students to the Wellbeing Hub. These students are deemed a priority for receiving workshop-based interventions from external agencies regarding wellbeing.

Universal Offer: This is the level of wellbeing support that is offered to all students. It includes access to online resources on the Sixth Forms website covering a variety of common wellbeing issues and ways to improve your state of wellbeing. Wellbeing education offered through assemblies and forum programmes focusing on the definition and concept of wellbeing initially to ensure students have adequate language to convey their needs. The Wellbeing Hub, Inspirational Speakers, Youth Action Leaders, Wellbeing Ambassadors and the Cultural Capital programme also target universally.

BEHAVIOUR

Behaviour 5

As young adults and role models within our school community, Sixth Form students are expected to demonstrate high standards of conduct at all times. The following expectations are in place to support a focused, respectful, and inclusive learning environment:

1. **Arrive punctually** to all lessons, meetings, and scheduled activities.
2. **Maintain a positive learning environment** by behaving in a way that supports the focus and progress of all students.
3. **Refrain from using mobile phones or other electronic devices** during lessons, unless explicitly permitted by a teacher for educational purposes.
4. **Communicate in English** in shared learning and social spaces to ensure inclusivity and mutual understanding. Use of other languages is welcomed in designated study areas or outdoor spaces during breaks.
5. **Use respectful and appropriate language** at all times—offensive, discriminatory, or aggressive language will not be tolerated.

These expectations reflect our commitment to preparing students for the professional and social standards required beyond Sixth Form.



REWARDING STUDENTS

At Djanogly Sixth Form, we are committed to recognising and celebrating the achievements of our Year 12 and 13 students throughout the academic year. Each half term will focus on a different rewards theme, giving all students the opportunity to be acknowledged for their effort, progress, and engagement.

Half Term 1 – Curriculum Awards

- Subject teachers will nominate students who have made a strong transition from Year 11 into Year 12, or from Year 12 into Year 13.
- Selections will be based on the **VESPA criteria**, which underpin our Sixth Form culture and study skills programme.

Half Term 2 – Progress Awards

- Based on data from the winter progress exams, students demonstrating the most significant progress will be recognised.
- Awards will be informed by progress from **Minimum Expected Grades (MEGs)** and prior assessments (for Year 13 students).

Half Term 3 – Pathway Awards

- Students who have made exceptional progress towards their post-18 pathway will be celebrated.
- Selection will consider engagement with the **Personal Development Programme**, participation in **Sixth Form masterclasses**, and completion of **webinars** or **work experience placements**.

Half Term 4 – Study Awards

- Recognition will go to students who have shown outstanding commitment to **independent study and revision**.
- Nominations will be based on the quality of revision materials, responsiveness to assessment feedback, and evidence of using a variety of effective study techniques.

BEHAVIOUR CONCERNS

If a student's behaviour is not meeting expectations, Sixth Form students are given two warnings. To minimise the impact of disruptive behaviour on the class, if the behaviour continues the student will be asked work in the Sixth Form **Collaboration Centre** for the remainder of the lesson.

Removal from a lesson will result in an immediate intervention from the Head of Sixth Form and Head of Department.

Poor student behaviour will be recorded and managed by the Head of Sixth Form according to the four stages outlined below:

	Action
Stage 1	**Classroom Teacher Intervention – Requirements:** 1. Classroom teacher and student meet to set a clear 'Action' on how behaviour can be improved 2. Classroom teacher to make contact with parents / carers to outline the concern and inform them of the agreed action points 3. Classroom teacher to inform the Head of Department and Head of Sixth Form of the agreed action points 4. Classroom teacher to review the agreed 'Actions' after one week
Stage 2	**Head of Department Intervention – Requirements:** 1. For persistent behaviour concerns, classroom teachers will meet with the student and the Head of Department or the Head of Sixth Form to review the behavioural issue 2. Classroom teacher, student and the Head of Department will set a clear 'Action' on how behaviour can be improved 3. Such 'Actions' to be removed after one week 4. The Head of Department and / or the Head of Sixth Form will contact parents / carers to outline the concern and inform them of the agreed action points 5. The Head of Department and / or the Head of Sixth Form will contact parents / carers to inform them that a failure to improve behaviour will result in a parental meeting and the withdrawing of student privileges
Stage 3	**Head of Sixth Form Intervention – Requirements** 1. For persistent behaviour concerns, classroom teachers will meet with the Head of Sixth Form to review the behavioural issues 2. The Head of Sixth Form will set a clear set of 'Actions' on how behaviour can be improved which will be monitored over a four-week period through lesson drop-ins, regular feedback from the subject teacher and a weekly meeting with the student

	3. The Head of Sixth Form will invite parents / carers in for a formal meeting involving the student who will also have their student privileges removed until further notice 4. The Head of Sixth Form will inform parents / carers that if there are continued behavioural concerns, then a warning letter will be issued to the student and the concern escalated to the Director of Post-16 and the School Principal
Stage 4	**Director of Post-16 Intervention – Requirements** 1. For persistent behaviour concerns, the Head of Sixth Form and Director of Post-16 will meet with parents / carers to discuss student behaviour and conduct in the Sixth Form 2. The Head of Sixth Form and Director of Post-16 will set a clear timeline to demonstrate an improvement, and if the concerns continue, a formal warning will be issued 3. Upon the issuing of a formal warning, the student, student's parents or careers and the Director of Post-16 will be required to meet the school Principal to discuss the students place in Sixth Form.

ATTENDANCE – 96%

You are expected to arrive at Sixth Form before 8:25am and sign in immediately using the electronic attendance system in Main Reception. You will then go straight to your Forum room and be ready to start at 8:30am. You are expected to attend all timetabled lessons. Your attendance should not fall below 96%.

SIGNING IN & OUT

You are required to always wear a lanyard and access/identity card around your neck. Whenever you enter or leave the Sixth Form building, you should scan your access card on the reader that is located in the Sixth Form reception. This does not replace lesson registration but ensures we know where you are at all points during the day.

ABSENCE DUE TO ILLNESS

If you are unable to attend Sixth Form due to illness or unexpected absence a parent/carer must:

- Telephone the Sixth Form office on 0115 9424422 ext. 1004 or email Sixth Form sixthform@djanogly.notts.sch.uk **by 8.25am on the day of the absence**
- Contact the Sixth Form every day until you return

Medical absences for more than five consecutive days will require a medical certificate from your doctor. This is especially important if you are absent just before or during exams.

Students unexpectedly needing to go home during the school day must report to either the Head of Sixth Form or the Director Head of Sixth Form to obtain permission **BEFORE** leaving.

ADVANCED NOTICE OF ABSENCE

If you know in advance that you are going to be absent for any reason you must seek authorisation from the Head of Sixth Form prior to the day of absence to ensure the absence has been agreed. You should obtain any work that is to be covered during the missed sessions.

Such authorised absences include University Open Days (we expect you to book visits to universities on Saturdays if the university offers this) and interviews, or pre-scheduled hospital/ orthodontic appointments.

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AUTHORISED & UNAUTHROSIED ABSENCES

At DCA Sixth Form, excellent attendance is essential for success. All students are expected to attend every timetabled lesson, registration, Forum, and compulsory event.

Routine appointments such as GP or dental check-ups and driving lessons must be scheduled outside of lesson times (after 15:45) and will not be authorised during the school day.
Poor attendance may lead to a review of your place in Sixth Form.

Authorised Absences (with prior approval):

- Personal illness
- Emergency medical or dental appointments (non-emergency must be after 15:45)
- Driving or theory test (with DVLA letter and advance authorisation)
- University visits (with advance notice)
- Approved study leave
- Official Sixth Form trips (with prior notification)

All of the above may be subject to approval by the Head of Sixth Form.

Unauthorised Absences Include:

- Routine/non-emergency GP or dental appointments during lessons
- Driving lessons
- Holidays during term time
- Repeated failure to attend registration or Forum
- Absence without written or verbal confirmation from a parent/carer
- Attending Forum but missing timetabled lessons
- Unauthorised university visits, trips, or study leave
- Missing compulsory Sixth Form events—even during free periods

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If a student's attendance falls **below 90%**, they will be required to attend a meeting with the **Head of Sixth Form**. If no improvement is seen, a **parent/carer meeting** will be arranged to review whether Sixth Form remains the appropriate next step.

Authorised Absences Relating to Sixth Form Events:

You will enjoy access to a plethora of opportunities in the Sixth Form which may require missing lesson time.

Whilst we recognise the importance of personal development, we also recognise that this cannot come at the expense of academic performance. We therefore require that a student **Leave of Absence (LOA)** form is obtained and:

1. Permission is granted from subject teachers for the lesson to be missed
2. Permission is granted from the Sixth Form leadership for lessons to be missed
3. Evidence is provided that the student has caught up on missing work following their absence

TERM TIME HOLIDAYS

Holidays during term time are not permitted. Should a request be necessary, this must be made in writing to the School Principal and may only be granted due to extenuating circumstances.

SINGLE LESSONS MISSED

Students who miss individual lessons within the school day will be asked to provide an explanation for the absence. Parents/carers of students who repeatedly miss individual lessons will be contacted and this may result in a meeting.

FULL DAY ABSENCES

Our admin team will endeavour to contact all parents/carers when students miss a complete day.

Please note that in serious cases of absenteeism, a student's place in Sixth Form may be at risk.

PUNTUALITY IN THE MORNING & TO LESSONS

All Sixth Form students are expected to arrive on site by 8:25am each morning and be on time to all timetabled lessons, Forum sessions, and supervised study periods.

Punctuality is more than just a routine—it reflects your commitment, responsibility, and respect for both your teachers and your peers. Arriving on time ensures you make the most of lesson time and helps maintain a positive learning environment for everyone.

It's important to note that universities and employers frequently request information about attendance and punctuality as part of reference checks—your record matters.

To monitor this, a register is taken at the start of every lesson, and any student arriving late will be marked accordingly. Persistent lateness may lead to subject-specific sanctions where content is being regularly missed.

The Sixth Form Team will review attendance and punctuality with you regularly. Where concerns arise, contact will be made with parents or carers, and an action plan will be put in place to address the issue.

In serious cases of poor punctuality or absenteeism, students may lose their place in a subject or, in extreme cases, in the Sixth Form entirely.

The Djanogly City Academy's complete Attendance Policy can be found on our website, and is available on request from the School office.

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ATTENDANCE POLICY

To ensure students meet the high expectations required for academic success, attendance is closely monitored. The following staged process will be followed when concerns arise:

Stage One – Weekly Review (Initial Concern)

1 day of absence in a week

- Admin will notify the Head of Sixth Form.
- The Head of Sixth Form will speak with the student to review the absence and reiterate expectations around attendance.

Stage Two – Weekly Review (Developing Concern)

2 or more days of absence in a week

- Admin will inform the Head of Sixth Form.
- The student will be spoken to again to address the growing concern.
- Study Pass privileges will be withdrawn for one week, and the student must use all free periods to catch up on missed work.

Stage Three – Half-Termly Review (Ongoing Concern)

Attendance falls below 90%

- Admin will contact the Head of Sixth Form to arrange a compulsory meeting with the student and their parent/carer.
- Study Pass privileges will be suspended for the entire half term, and students must use their free periods for independent study.
- The student will also attend a compulsory meeting with Curriculum Leaders to discuss the impact of their attendance on academic progress.

Stage Four – Half-Termly Review (Serious Concern)

Attendance falls below 85%

- Admin will inform the Head of Sixth Form, who will arrange a compulsory meeting with the student, their parent/carer, and the Director of Sixth Form.
- Study Pass privileges will continue to be withdrawn for the half term.
- The student will meet again with Curriculum Leaders to review subject-level concerns.
- The student will be placed on an Attendance Improvement Plan, including:
    - Weekly check-ins with a member of the Sixth Form team
    - Evidence of engagement with studies and independent learning
    - Clear improvement targets

Failure to meet the requirements of the Attendance Improvement Plan may result in withdrawal from one or more subjects, or from the Sixth Form entirely.

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PUNCTUALITY POLICY

Punctuality is a key indicator of a student's commitment and professionalism. Persistent lateness disrupts learning and will be addressed through the following staged process:

Stage One – Weekly Review (Initial Concern)

2 late marks in one week

- Admin will notify the Head of Sixth Form.
- The student will be spoken to, and expectations around punctuality will be clearly reiterated.

Stage Two – Weekly Review (Developing Concern)

3 or more late marks in one week

- Admin will alert the Head of Sixth Form.
- The student will be reminded of punctuality expectations.
- The student must attend a compulsory 30-minute academic catch-up session on Friday.

Stage Three – Half-Termly Review (Ongoing Concern)

5 late marks within a half term

- Admin will inform the Head of Sixth Form.
- A phone call home will be made to parents/carers to discuss concerns.
- The student will be notified, and a summary of the conversation will be recorded.
- The student will be placed on a two-week Punctuality and Attendance Plan, which includes daily sign-in with the Admin team each morning.

Stage Four – Termly Review (Serious Concern)

10 late marks within a term

- Admin will arrange a face-to-face meeting with the Head of Sixth Form, the student, and their parent/carer.
- A record of the meeting will be made and shared with relevant staff.
- The student will be placed on a half-term Punctuality and Attendance Plan, requiring daily sign-in with the Admin team.
- In addition, the student will attend a weekly review meeting with the Assistant Head of Sixth Form to monitor progress and ensure improvement.

TRUST POLICIES

Please go to our website to access all Trust Policies: https://www.djanogly.notts.sch.uk/Our-Academy/Policies/

SIXTH FORM CODES OF PRACTICE

In order for everyone to have the opportunity to succeed and develop their individual potential, it is important for us all to work effectively together to maintain high expectations in upholding the Learner Agreement described earlier, supported by the following codes.

RACIST INCIDENTS POLICY

Racist Incidents Policy
In keeping with our Equal Opportunities Policy and Race Equality Policy we reject all forms of racism and everyone is expected to follow this code. We do not tolerate any form of racism or racist bullying in any context and our operational policies and procedures ensure that:

- Racist behaviour is clearly identified as such
- Preventative action is taken to reduce the likelihood of racist incidents occurring
- The victims of racist incidents are dealt with effectively
- The frequency and nature of racist incidents are monitored within the school
- There is regular reporting of racist incidents to the Governing Body
- There is regular reporting of racist incidents to the LEA

Always report complaints of racial harassment to a member of the Sixth Form team.

ANTI BULLYING CODE

We want to ensure that everyone enjoys their education in a pleasant, supportive environment, surrounded by good relationships. Bullying in any form will not be tolerated in Djanogly City Academy. Our intentions are:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To respond effectively to all instances of bullying that are reported to us. Bullying can take place between students, students and staff, staff, individuals or groups.
- To ensure that all students and staff are aware of the policy and that they fulfil their obligations to it.
- To raise awareness of bullying across the academy.

Always report bullying to a member of the Sixth Form team

SIXTH FORM CODES OF PRACTICE CONTINUED

SMOKING & VAPING POLICY

The school has a no smoking/ vaping procedure that applies to everyone at all times throughout the campus.

CONTRABAND POLICY

To maintain a safe, secure, and respectful learning environment for all members of our school community, certain items are strictly prohibited. Students must not bring these items onto school premises, when travelling to and from school, or during any school-organised off-site activity.

Prohibited items include:

- Cigarettes and vapes
- Alcohol and illegal drugs
- Fireworks and dangerous substances (e.g. chemicals, solvents, glue)
- Offensive or dangerous weapons (e.g. knives, catapults, air pistols, laser pens, or any bladed article)
- Aerosol deodorants, due to health risks for students with asthma

School staff may search a student with their consent for any item banned under school rules. In addition, the Principal and authorised staff have the legal power to search students and their possessions without consent if they suspect possession of the following prohibited items:

- Bladed articles or weapons
- Alcohol
- Illegal drugs
- Stolen property

These measures are in place to ensure the safety and wellbeing of everyone in our school.

ELECTIC SCOOTERS, CARS & MOTORCYLES

The Principal and Governors believe that the health and safety of all persons on the school site is of paramount importance. It is therefore our intention to ensure as far as is reasonably practicable that safe and accessible car parking facilities are provided and maintained for all staff and visitors. Unfortunately we do not have the space for students to park on the school site. Electric scooters cannot be parked on the school site.

HEALTH & SAFETY

In the interests of Health and Safety all students are given ID badges/access cards which allow them to gain access to the school. These must only be used for your own access to the site. Students who forget their access cards must immediately visit the Sixth Form office. Visitors wishing to meet with a member of staff will require an appointment which should be booked in advance.

SIXTH FORM CODES OF PRACTICE CONTINUED

PLAGIARISM POLICY

With the increasing use of AI and online resources, plagiarism has become a growing concern. Plagiarism refers to using someone else's work or ideas without proper acknowledgment. This includes published sources, websites, or the work of other students.

The most common forms of plagiarism we encounter are:

- Copying and pasting content from the internet without referencing the source
- Submitting another student's work as your own

Using external sources is absolutely fine – but you must clearly reference where your information has come from. To support you with this, the Sixth Form Library provides guidance on how to reference correctly.

THE USE OF ARTIFICIAL INTELLEGENCE (AI) POLICY

1. Introduction:

This policy outlines the guidelines for using artificial intelligence (AI) in the Djanogly City Academy Sixth Form.

Our Sixth Form recognises the benefits of technology in supporting the learning of students, however, we recognise that our leadership and teaching teams have an academic responsibility to educate against the harms of using AI to plagiarise, or for it to be employed as a tool for malpractice during exams and coursework submissions.

This policy will therefore address our commitment to ensuring high standards of academic integrity in the Sixth Form.

2. Appropriate Uses of AI in Sixth Form for Students:

Unless specifically told not to by your teachers, AI can be used to generate content (text, video, audio, images) that will support your schoolwork. The allowance of AI tools will be permitted by your teachers only when they are deemed necessary to enhance your learning and knowledge of a subject area.

Examples of positive AI usage include, but are not limited to, the following:

- Students are seeking to generate ideas for brainstorming or knowledge expansion.
- Students are seeking to revise prior knowledge through the creation of AI generated quizzes or flashcard ideas.
- Students are seeking support with structuring presentations, model answers or having their academic arguments challenged.

Where AI has been permitted by the teacher, the student must clearly signpost to them where AI has been used to support the task, and what AI tools were specifically used when completing the activity, project or homework set.

Students must also note they are responsible for the AI tools they have utilised and understand that there is a risk that material generated by AI programmes may be inaccurate, and should be verified against a reliable source.

3. Inappropriate Uses of AI in Sixth Form for Students:

Djanogly City Academy Sixth Form considers AI to be inappropriate where it is used against the direction of the teacher or breaches the guidelines of an activity, assessment or coursework outlined both by the subject department and / or the exam board.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections or whole responses of AI-generated content to the point that the work can no longer be considered original or the student's own.
- Using AI to complete parts of an assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to declare where AI tools have been used as a source of information or to enhance knowledge.
- Submitting work with intentional or misleading AI generated references or bibliographies
- Distributing content that is discriminatory, harmful or offensive.
- Creating a fraudulent depiction of academic knowledge, skills and competencies
- Deliberately contravening the rules and regulations of the awarding body.

4. Misconduct Procedure:

Djanogly City Academy Sixth Form may choose to sanction students who deliberately use AI inappropriately, or in a harmful manner. These sanctions may include compulsory attendance to an internal AI informational session, and/or prohibition of the use of AI as a learning tool.

Suspected AI misuses in exams and submitted coursework will be reported to the relevant awarding body.

What Happens If Plagiarism Is Detected?

Copying from another student:
- Both students' work will be unmarked and must be re-submitted.
- Parents/carers will be notified by letter.

Copying from the internet or other sources without referencing:
- Your work will be unmarked and must be re-submitted.
- A letter will be sent home to inform your parents/carers.

Incomplete referencing:
- Your work will not be marked and must be revised and re-submitted.
- You will be required to attend a referencing support session with the librarian during Forum.

For coursework-based subjects: if plagiarism occurs, **you will lose the right to redraft** the assignment. The re-submitted work will be treated as final.

USE OF THE SIXTH FORM

Our Sixth Form is equipped with excellent facilities, including dedicated study areas and a well-resourced library. To ensure that these spaces remain clean, welcoming, and fit for purpose, we ask all students to take responsibility for maintaining high standards.

In practice, this means:

- Always placing litter in the bins provided
- Avoiding sitting on tables or placing feet on chairs
- Eating only in the **Collaboration Centre** and **Productivity Pod** – not in classrooms or the library
- Cleaning up after yourself immediately and reporting any mess or damage to a member of staff
- Playing ball games only outside the building

By following these simple expectations, you'll help ensure the Sixth Form remains a space we can all be proud of.

SIXTH FORM STUDY AREAS

We have a range of dedicated study areas to suit different styles of learning. Please use each space respectfully and according to its intended purpose.

The Thinker's Corner
This is a **silent study room** – no talking is permitted at any time. It is designed for focused, individual work in a distraction-free environment.

The Collaboration Centre (Team Talk Centre)
This small group study area is ideal for **quiet discussion and collaborative work**. Students may talk in low voices while working together on academic tasks.

The Productivity Pod
A larger group study space where students can **collaborate, discuss work, and meet with members of the Sixth Form team** to review progress. Conversations should remain academic and purposeful.

The Djanogly Library
Exclusively for Sixth Form students and staff, the library is a **quiet collaborative space** supervised by the librarian. It's ideal for individual or paired study, research, and revision. Whiteboard tables are available and can be used with whiteboard markers for planning and note-making.

EXPECTED BEHAVIOUR IN THE STUDY AREAS

- Mobile phones must be switched off or on silent in the Thinkers Corner.
- Food purchased outside of the Sixth Form cannot be consumed in the Sixth Form
- No computer games/ music videos to be played on laptops in any of the study areas. Laptops are provided for study purposes ONLY.

ASSESSMENTS, EXAMS & PROGRESSION INTO YEAR 13

Assessment Checkpoints

To provide a clear picture of your academic progress, formal assessment checkpoints take place each half term. Over the course of the 7-week cycle, you are expected to complete at least two assessment pieces to ensure a well-rounded and accurate grade can be awarded.

If a mock exam is scheduled during that half term, your checkpoint grade will be based on the result of that exam.

Formal Mock Exams

All students will sit formal mock exams in subjects with an exam component. These are essential in tracking your academic progress and preparing you for final assessments.

Year 12 students will sit three sets of mock exams:

- 23rd November – 1st December – in class
- 22nd February – 2nd of March – formal exams (de-timetabled week)
- 15th June – 22nd of June – formal exams (de-timetabled week)

Year 13 students will sit two sets of mock exams:

- 23rd November – 1st December – in class
- 22nd February – 2nd of March – formal exams (de-timetabled week)

We expect all students to demonstrate the commitment and academic readiness required to succeed.

- Students who fail to achieve at least an E grade (or equivalent) may not be able to continue with the subject after their final progress exams.
- Students who score two or more grades below their benchmark grade may be required to re-sit the mock exam to demonstrate sufficient understanding and progress.

These decisions will be made in consultation with subject teachers and the Sixth Form team.

Please note: Repeating Year 12 is not an option except in cases of serious extenuating circumstances. Where appropriate, we will provide support in exploring alternative pathways, including transfers to other sixth forms or colleges.

Exam Access Arrangements

If you received access arrangements for your GCSE exams (e.g. extra time, a reader, a scribe), please notify our Exams Manager immediately: **C.Daniels@djanogly.notts.sch.uk**

We will endeavour to provide equivalent support; however, this is not automatically guaranteed and may require updated evidence.

COMPLETING COURSEWORK

Final deadlines are **FINAL**. If **coursework** is not handed in by the deadline, there is the possibility that the teacher will give a mark of **ZERO**. Final deadlines are set to allow teachers sufficient time to mark and submit the work.

HOMEWORK & PRE-LESSON NOTES

(FLIPPED LEARNING)

Homework and pre-lesson notes are vital for consolidating learning and making progress. All tasks must be completed and handed in by the deadline. If not, a departmental sanction may apply. We encourage students to use 'Flipped Learning'—accessing new material before lessons to deepen understanding during class time.

INDEPENDENT STUDY/ PROACTIVE STUDY

All Sixth Form students are expected to complete at least 5 hours of independent study per subject each week. To support this, students are given dedicated study sessions on their timetables. These periods must be used productively in one of the Sixth Form's study areas.

Independent study begins with homework, which should be completed first. Once this is done, students are expected to move on to Proactive Study—tasks they identify themselves to deepen subject knowledge, reinforce skills, and meet course demands.

To help students use their study time effectively, we explicitly teach the following core strategies:

1. **The 3 Rs of Exam Preparation**
   Focus on **recall**, **review**, and **refine** using exam questions, mark schemes, and examiner reports. Applying knowledge in exam-style conditions is key to success.
2. **Proactive Study Ideas**
   Use your study periods to complete purposeful tasks that enhance learning—such as summarising notes, practising past questions, or completing additional reading.
3. **Flipped Learning Preparation**
   Students are expected—and rewarded—for arriving at lessons prepared. This means completing set **pre-reading** and engaging with new material **before** it is taught.
4. **Cornell Note-Taking**
   Students are encouraged to use the **Cornell method** to organise and summarise learning efficiently. This technique supports both comprehension and revision.
5. **VESPA Feedback Proforma**
   Students are expected to use this structured tool to **reflect on feedback**, correct misunderstandings, and take meaningful action to improve their work.

These strategies are designed to build the independent learning habits and resilience essential for success at Sixth Form—and beyond. Students who consistently demonstrate commitment to independent study will e recognised and supported as they progress.

YOUR PATHWAY
YOUR CAREER

3 R'S OF EXAM PREPARATION

Djanogly City Academy Sixth Form

#OFSTED 'OUTSTANDING' #SEEINGIS BELIEIVNG

REVIEW

- Complete knowledge tests and past exam papers
- Check your knowledge and understanding against mark schemes and examiners reports
- RAG rate subject topics (Red, Amber, Green)
- Review your revision techniques (using the 'Revision Questionnaire')
- Produce revision material i.e flash cards, mind maps, summary notes

REVISE

- Use your review to plan your revision for the next week (or beyond)
- Use revision strategies to develop your understanding i.e.
  ~ Use Flash Cards ~ Re-Write Mind Maps (From Memory) ~ Read it/ Cover it/ Write it
  ~ Summarise Notes Further (From Memory) ~ 1 Slow, 1 Fast (For Extended Writing)
  ~ Write-Review-Right (For Mathmatical Topics) ~ Peer to Peer Teaching (Deepest Learning)

RE-DO

- Complete further past exam paper questions
- Use mark schemes to assess knowledge and understanding of short answer questions
- Submit extended responses (essays) to teachers for marking
- Set goals

Swap between topics for greater impact!

YOUR PATHWAY
YOUR CAREER

Djanogly City Academy Sixth Form

PROACTIVE STUDY PLAN

Proactive study plan

1. **Producing a weekly, subject specific study plan**
2. **Summarise and analyse notes using the Cornell method**
3. **Weekly review of strengths and weaknesses identifying topics that they do and do not understand**
4. **Further reading/ Journals**
5. **DIRT (Dedicated Independent Research Task)**
6. **Content 'Practice'.**

Suggested approaches:

- Mind maps
- Flash cards
- Video clips
- Paired or group revision
- Paired teaching

7. **Multiple Choice Questions and Short Answered Question from workbook and/or past papers**
8. **Essay writing from workbook and/or past papers**

Suggested approaches include:

Write-Review-Right

- *Write* your answer to the question
- *Review* your answer using the mark scheme and/or examiners report and examine the differences. Where exactly do you go wrong? What is the result of that error? Where does it lead? How does your first attempt look different?
- Now answer the question *Right* (from memory)

Slow-Slow-Fast

- Using the mark scheme or examiners report, write your perfect answer *Slowly*
- Read your perfect answer then without looking at it again, try to memorise as much of it as possible by writing it out *Slowly* again
- Compare both of your answers and examine the differences between them. Where exactly do you go wrong? What is the result of that error? Where does it lead?
- Set a stopwatch and then write your final answer (*Fast*) under timed condition. This should be based on how long it should take you to answer that question in an exam.

9. **Learning the mark scheme (learn and then re-learn) from past papers and studying the examiners reports (read and then understand).**

Suggested approaches

- Mind mapping
- Flash cards
- Paired revision and testing

10. **Practice subject 'Key Skills'**
11. **Using subject textbooks**
12. **Unifrog – Read, Watch, Listen tool, Know how Library, Webinars**
13. **Up Learn – Maths, Biology, Chemistry, Physics, Economics, Psychology**

Proactive Study

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P1 09:05 – 10:00	Exam Question Completion	Flipped Learning	Responding to Assessment Feedback	Subject Knowledge Enhancement	Brainstorm / Flash Cards for RED Rag Areas
P2 10:00 – 10:55	Mark Scheme Review	Exam Question Completion	Flipped Learning	Responding to Assessment Feedback	Subject Knowledge Enhancement
P3 10:55 – 11:50	Brainstorm / Flash Cards for RED Rag Areas	Mark Scheme Review	Exam Question Completion	Flipped Learning	Weekly Reflection
P4 11:50 – 12:45	Personal Development Research	Brainstorm / Flash Cards for RED Rag Areas	Mark Scheme Review	Exam Question Completion	Weekly Reflection
P4 12:45 – 13:40	Subject Knowledge Enhancement	Personal Development Research	Brainstorm / Flash Cards for RED Rag Areas	Mark Scheme Review	
P5 13:40 – 14:35	Responding to Assessment Feedback	Subject Knowledge Enhancement	Personal Development Research	Brainstorm / Flash Cards for RED Rag Areas	
P6 14:35 – 15:30	Flipped Learning	Responding to Assessment Feedback	Subject Knowledge Enhancement	Personal Development Research	

COMMUNICATING WITH PARENTS & CARERS

We welcome parents and carers to contact us by phone, email or in person by pre-arranged appointment as the need arises and are always happy to discuss any concerns you may have:

Tel : 0115 9424422 ext. 1004
Email : sixthform@djanogly.notts.sch.uk

CONTACING PARENTS & CARERS

To have text alerts and emails informing you of important announcements, events and activities taking place, please accurately fill in the data form and return it to the Sixth Form Office.

We ask that all parents/carers ensure that the details we held on the student's account are up to date and correct (home address, telephone number & email). It is the parent/carers' responsibility to ensure all these details are kept up to date so they can continue to receive communications from the school.

PHOTO, VIDEO & MEDICAL CONSENT

There are many trips and visits students can get involved in throughout their time in Sixth Form. In order for students to participate we ask that a photo, video & medical consent form is completed. Your child will be given a form at the start of the academic year.



FINANCIAL SUPPORT

THE SIXTH FORM BURSARY

Please see our bursary guidance for more information. You can collect this from the Head of Sixth Form. You will also need a copy of the bursary application form which should be completed and returned, via email, to the Sixth Form team.

FREE SCHOOL MEALS

You will need to re-apply for free school meals even if you previously received them at Djanogly or at another school. Please apply as soon as possible at the start of the new academic year by speaking to the Head of Sixth Form.

TRAVEL & TRANSPORT

If you receive the Sixth Form bursary, this can be used to part or fully fund travel costs.

Nottingham City Transport offer a range of student bus cards www.nctx.co.uk /travelcentre@nctx.co.uk or call **0115 950 60 70** (open 7 days a week)

Djanogly Sixth Form Widening Access

Widening access initiatives are promoted in Djanogly Sixth Form for the following reasons:

1. Promote fairness and equality so that barriers to higher education can be reduced
2. Improve and increase access for under-represented groups in higher education
3. Raise aspirations for all students and give support for higher education applications
4. Contribute to the social mobility of the student cohort

These initiatives will be promoted and re-visited throughout the academic year.

Year 12:

- Term One will involve the promotion and application support of these initiatives
- Term Two will involve re-visiting these initiatives and researching summer school placements
- Term Three will involve supporting students apply these initiatives to their university and apprenticeship applications

Year 13:

- Term One will involve researching university-specific Widening Access initiatives linked to university offers, scholarships and bursaries

YOUR PATHWAY
YOUR CAREER

Djanogly City Academy Sixth Form

FREQUENTLY ASKED QUESTIONS

What should I do with my free time?
In Sixth Form, you're expected to match your lesson hours with independent study. So, if you have 15-20 hours of contact time with teachers each week, you should aim to complete an equivalent amount of study outside of lessons.
This means using your study periods effectively—either by working at home (if permitted) or in one of the designated Sixth Form study areas. Making the most of this time is key to your success.

Are there personal development and enrichment opportunities available?
Yes—lots! As part of our enrichment programme, you'll have the chance to take part in a range of activities during afternoon sessions. These include volunteering, leadership development (such as through sport), and other opportunities to boost your skills, confidence, and experience.
This is especially valuable when applying for university, apprenticeships, or employment, where additional experience can help set you apart.
You'll be able to sign up at the start of the autumn term, but new opportunities are offered throughout the year and will be advertised via email and noticeboards.

I'm new to Djanogly—what if I don't know anyone?
We know starting somewhere new can feel daunting, but you won't be alone. All students—internal and external—are invited to a relaxed taster morning in the summer term before you start.
This is a great chance to explore the building, attend sample lessons, meet teachers, and get to know other students.
We're a small and friendly Sixth Form, so you'll soon feel part of the community. If you're feeling unsure, don't hesitate to speak to a member of staff—we're here to help you settle in.

What if I want to change one of my subjects?
It's not uncommon to reconsider your subject choices. If you feel a subject isn't right for you, speak to the Head of Sixth Form within the first two weeks of term.
By this point, you should have a good sense of whether the course suits your interests and strengths.
We'll do our best to arrange an alternative, but please note that timetable clashes may limit the available options.

I'm not sure what I want to do after Sixth Form—what help is available?
That's okay—you're not expected to have all the answers straight away.
Our Sixth Form team and Careers Leader are available to guide you on everything from university and apprenticeships to gap years and employment.
Support includes advice on applications, CVs, personal statements, interviews, gaining experience, and requesting references.
You'll also take part in careers events and receive tailored help to support your future planning, whatever direction you choose.