

Sixth Form Admission Policy

Review Date	October 2015	Leader of Policy Review	Mrs P A Ellwood
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Our main requirement for entering the Sixth Form are that students show the necessary commitment, and undertake to study a group of subjects, which will occupy their time profitably in school.

Hawarden High School will continue to operate an open access policy. The sixth form has a mixed economy of advanced general course provision and aim to expand the vocational provision. At the same time, we are also committed to maintaining the positive ethos and high levels of motivation upon which student success is built.

All students will be expected to have appropriate qualifications and capability for the course that they wish to follow. A key deciding factor in determining acceptance will be each student's past record in terms of motivation, behaviour, attendance and relationships with staff.

There are other expectations of sixth form students, relating to areas such as: appropriate standards of dress; attendance to school; attendance at lessons; commitment to work and completion of work assignments. Students will be required to make a commitment within these areas before being accepted into the sixth form

Year 12 Entry Requirements

Students wishing to embark on advanced courses should have;

- A minimum of five GCSE passes (or equivalent) at A* to C.
- Met the individual subject specific criteria as published in the Sixth Form Prospectus.
- A commitment to study the Advanced Welsh Baccalaureate Qualification as appropriate.
- A commitment to the participation in the Seren Partnership programme for students that are more able and meet the criteria.

Where a student has not met the overall entrance requirements but has specific aptitudes and/or talents, a personalised timetable may, in certain circumstances, be available. For further clarification, please contact the Director of Sixth Form Studies.

Entry Requirements for Progression from Year 12 into Year 13

- In subjects where a student will sit an AS exam a minimum of grade E is required to progress to A2 (students will be expected to re-sit any modules that were awarded a u grade).
- A positive record of progress in BTEC Level 3 work.
- A positive record of progress in AWBQ challenges.
- A commitment to achieve predicted and aspirational grades.
- Good attendance and attitude to learning.

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Selecting courses

Our sixth form curriculum offers a number of A levels and BTEC courses that will meet students' needs. The Sixth Form Prospectus provides an overview of each subject, what it involves and where it might lead.

The sixth form induction programme is organised to maximise the opportunities to provide year 11 students with information and guidance about subject choices. The Hawarden High Sixth Form induction programme is detailed below;

Year 11

NOVEMBER	Sixth Form Opening Evening
DECEMBER	Year 11 to 12 Interviews - student joining us from other schools will receive invitations for these interviews
JANUARY	CAP Applications Deadline—on-line application process for Hawarden High Sixth Form. Prospective students will also receive application information through the post.
MAY	Year 12 option details will be distributed to students successful in their applications to Hawarden High Sixth Form.
JULY	Year 12 Induction Activities for Year 11 to 12 students.
AUGUST	Year 12 enrolment on GCSE results day
SEPTEMBER	Year 12 Induction Activities and commencement of year 12 timetable.

Interviewing year 11 students provides a starting point for;

1. Building the timetable option columns.
2. Identifying students with specific aspirations requiring further guidance on subject combinations.
3. Identifying potential students to be part of the Seren Partnership programme.
4. Informing any changes to induction taster sessions that may be required.

Being successful in sixth form is about choosing the right and appropriate courses. With a more competitive market in terms of university courses, jobs and apprenticeships, research into making the right choices is now more important than ever.

Students need to think about the subjects they enjoy as generally these are the ones in which students will have the most success. Students should also try and think beyond sixth form and consider options to match university degree, apprenticeship or career entry requirements, (where feasible). If students already know what kind of career path they would like to follow, it can be quite straightforward. Researching courses and training opportunities and finding out about A-levels that are specified as mandatory is an important part of the process. With medicine for

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example students will require A level Chemistry but it can be combined with different sciences or maths; with many engineering degree courses, maths and physics may be required. Therefore research and providing information and guidance is vital.

If students are considering a leading university or a highly competitive course the “Informed Choices” guide published by the Russell Group of universities explains in detail pertinent A levels required and how subject choices can be combined. Additionally, the A levels most valued by the Russell Group are termed 'facilitating subjects' and choosing two A levels or more of these subjects can also ensure students keep a range of options open post 18. Additionally presentations using the Hawarden High Sixth Form UCAS booklet will provide the necessary guidance to inform choices.

For apprenticeship focused students career focused PHSE information and guidance is important in addition to the sharing of information using the Hawarden High Sixth Form Apprenticeship booklet.

For students who do not have a specific aspiration in mind keeping options open is the better strategy. Information and guidance to ensure the selection of subjects do not overlap significantly is important and identifying the less obvious links between subjects, for example economics with a language might be useful if students want commercial work in a large company. Students can start to specialise by taking a specific subject pathway such as a combination of sciences or an Arts-based course or students can pick a mixture of subjects, in effect keeping more options open.

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