



## Welcome to Khalsa Secondary Academy

Dear Post 16 Students and Parents/Carers,

Welcome to Khalsa Secondary Academy. We trust that our Sixth Form Prospectus will help you make the most important decision about continuing education Post 16 with us.

At Khalsa Secondary Academy, we seek to provide the highest quality of education and the highest standard of academic success for all our students. We value our young people and regard their progress as our primary focus, whether our students are studying an academic or vocational pathway. Our staff will work with determination and dedication to ensure that all students fulfil their true potential. We have very high expectations of our students but we are a very caring and supportive school and we will create an environment of tolerance and respect where aspirations and responsibilities of individuals are emphasised.

Close co-operation between home and school is essential if our young people are to gain the maximum benefit from their sixth form career. The school's strong pastoral support system enables us to develop effective home-school relationships that are beneficial for each student. Our Mantra "together as one", not only emphasises our strong ethos of working with respect for others but also our strong sense of community and service to others. Our inclusive Sikh values mean we nurture principled, hard-working and ethical young people who will be responsible model citizens.

Education is about preparing young people for their future. Our students leave school to go to university, college or to start a career in their chosen field of employment. To assist in the preparation for that future, the school has a Sixth Form provision covering a wide range of courses, career facilities and a system for helping our young people with their university applications. We also have a dedicated gifted and talented team to ensure that aspirational Oxbridge students or those wishing to pursue a career in medicine for example, are highly successful with their applications.

Khalsa Secondary Academy is a forward looking school, keen to strive for further improvements in the quality of education we provide. We recognise that outstanding facilities can help students excel. We therefore will have the very best in terms of accommodation and resources providing superb opportunities for the students to increase their enjoyment of school life, as well as having the latest teaching opportunities.

We thank you for considering Khalsa Secondary Academy and hope that the information provided in this prospectus enables you to make the best choice for you in terms of courses and institution for continued education Post 16.

We are looking forward to working with you. We will ensure that you have the best experience and achieve the highest qualifications ready for that very bright future ahead. Please talk to your teachers about the courses on offer. If you are not currently studying at Khalsa Secondary Academy, please do contact us to discuss what we have to offer you.

Yours sincerely,

Mr Julian Williams: Deputy Head teacher in charge of Sixth Form

Mr Adam Kilbane: Head of Learning for Sixth Form

## **What can you expect from us to help you achieve your educational aims?**

- Well-qualified and committed staff
- Smaller than average sixth form classes, which will give you more individual support
- Specialist support from the Sixth Form Team
- Planned new Sixth Form Study facilities which are on track to be completed in 2022 with excellent ICT facilities
- Sixth Form social areas exclusive to post 16 students and a planned programme of extra-curricular activities and visits. We understand sixth form is all about creating unforgettable moments
- A designated study area in the independent resource centre with ICT facilities
- Careers and life skills education
- At least two extended work experience placements
- Expert higher education advice and guidance

## **Our Expectations of our students**

We aim to enable students to develop to their fullest potential in all areas of school in order to prepare them as far as is practicable to be responsible members of society. We create a friendly environment but insist on high standards of behaviour and courtesy.

The ethos of the school is founded on the quality of relationships between all who work and learn here. Such relationships are characterised by mutual respect, consideration and common courtesy, irrespective of position, gender, race, disability or culture. We aim to treat each person as an individual and expect each person to achieve high standards, displaying honesty, integrity and politeness in all situations.

The school has a uniform and appearance code which requires students to arrive at school fully prepared for work. While Post 16 students do not wear uniform, students must comply with the published dress and appearance code for our sixth form. This is professional, smart dress.

We provide a school community which is rich in variety and diversity, where young people of all abilities work together to achieve their personal best. To this end, we seek to:

- Ensure that every student achieves their very best, in terms of academic success, personal development, creative expression and sporting achievements.
- Equip each and every student with the skills and knowledge to become a full citizen in the 21<sup>st</sup> Century through work, leisure, community involvement and life-long learning.
- Provide a safe and caring school for students to grow and develop, in a community that promotes learning as a partnership between teachers, parents, students and the community as a whole.

# The Sixth Form Curriculum

## Introduction

Khalsa Secondary Academy offers students the chance to continue their education in an environment in which they will thrive. When students apply for a place in the sixth form it is a demonstration of their desire to continue their education in a school where together as one we strive for excellence. All Post 16 courses require the student's whole hearted commitment in order to achieve the best possible result.

## General Advice

When considering Post 16 courses, parents/carers and students need to take into account the student's intended career pathway. As most students seek to go to higher education, university course entry requirements need to be considered when choosing Level 3, 'A' level or Vocational courses.

## The Sixth Form Curriculum Structure:

Khalsa Secondary Academy's Post 16 curriculum is divided into three distinct provisions:

- Level 3 A' Level
- Level 3 Vocational
- Combined Level 3 A' Level and Vocational

### Level 3: 'A' Level Programme (Year 12 and Year 13)

This programme is designed for those students who have achieved high success at GCSE and plan to follow a two-year linear course, specialising in three subjects that they choose. There is very little coursework and these will primarily be **facilitating and traditional academic subjects** such as; Sciences, Mathematics, English, Modern Languages Humanities and Social Sciences. Students are examined at the end of Year 13.

### Level 3: Vocational Programme (Year 12 and Year 13)

Students can choose the Level 3 Vocational courses such as Business Studies, Sport, Performing Arts, Health and Social Care and Information Technology. They count in the same way as Level 3 A' Level courses, but assessment is both through coursework, controlled assessment and a terminal examination.

**Level 3 Combined:** Students may wish to combine A Levels with vocational courses and we would encourage students who felt they would be more successful doing this, to strongly consider this pathway.

## Your Subject Choices:

Many courses that students wish to study at University are based upon the knowledge and skills the students have learnt at Key Stage Four. For this reason, some A-Level subjects are more frequently required for entry to degree courses than others. These are called facilitating subjects. Facilitating subjects opens up a wide range of options for study at university and are highly regarded by the Russell Group Universities.

### Facilitating subjects:

Biology, Chemistry, English Literature, Geography, History, Physics, Modern and Classical Languages, Maths and Further Maths. At Khalsa Secondary Academy we highly recommend

students who are considering Russell Group Universities to study at least two facilitating subjects, where relevant, to keep a wide range of degree courses open.

## Admission Criteria

### Level 3 A' Level Criteria:

The A Level Programme requires students to take 3 A' Levels in Year 12 which they will continue with in Year 13. To gain entry into the sixth form, students must meet the general entry requirements of at least five or more 9-4 at GCSE with a grade 5 or above in English Language and Maths. In addition, most subjects have an extra compulsory admission requirement of grade 6 or higher in the subject specified. These additional admission criteria are shown in the table. Students demonstrating particularly high GCSE achievement will be eligible to complete an Extended Project Qualification (EPQ) in a chosen field.

#### ACADEMIC CRITERIA FOR SIXTH FORM STUDY ENTRY REQUIREMENTS FOR A LEVEL STUDY Minimum entry requirements: Five grade 4 at GCSE plus subject specific requirements (see below)

SUBJECT	SPECIFIC MINIMUM GCSE (or equivalent) REQUIREMENTS
<b>Art subjects – fine art</b>	Grade <b>6</b> in a relevant GCSE art subject
<b>Business Studies</b>	Grade <b>6</b> in English Literature/Language and a grade <b>6</b> in mathematics
<b>Biology</b>	Grade <b>6 / 6</b> in combined science and a grade <b>5</b> in mathematics
<b>Chemistry</b>	Grade <b>6 / 6</b> in combined science and a grade <b>5</b> in mathematics
<b>Computer science</b>	Grade <b>7</b> in mathematics
<b>English literature</b>	Grade <b>6</b> in English language and literature
<b>Further mathematics</b>	Grade <b>8</b> in mathematics
<b>Geography</b>	Grade <b>6</b> in geography and <b>5</b> in English language or literature
<b>Government and Politics</b>	Grade <b>6</b> in a humanities subject and <b>5</b> in English language or literature
<b>History</b>	Grade <b>6</b> in history and a <b>5</b> in English language or literature
<b>Mathematics</b>	<b>High</b> grade <b>6</b> in mathematics
<b>Modern foreign languages (Punjabi)</b>	<b>Grade 8</b> in Punjabi and <b>5</b> in English language or literature
<b>Physics</b>	Grade <b>6 / 6</b> in combined science and a grade <b>5</b> in mathematics
<b>Product design</b>	Grade <b>6</b> in product design
<b>Philosophy and Ethics</b>	Grade <b>6</b> in religious studies or history and <b>5</b> in English language or literature
<b>Psychology</b>	Grade <b>6</b> in additional science and <b>5</b> in either English language or literature and <b>5</b> in mathematics

<b>Sociology</b>	Grade <b>6</b> in additional science and <b>5</b> in either English language or literature and <b>5</b> in mathematics
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### **Level 3 Vocational Criteria:**

Vocational Programme requires students to take at least two of the BTEC or OCR Technical qualifications in Year 12 which they will continue with in Year 13. To gain entry into the sixth form, students must meet the general entry requirements of at least five or more 9-4 at GCSE with a grade 4 or above in English Language or Literature or Maths. These additional admission criteria are shown in the table.

The vocational pathway is personalised to each individual student's needs. Students may take a combination of three vocational subjects (extended certificates) each worth the equivalent of one A level. Students who also meet the A level criteria are able to combine the vocational and A level pathway. The precise combination of subject will be dependent on each student's suitability and the requirement of every student to be participating in the equivalent of three level 3 qualifications.

Where students have not achieved a grade 4 in either English or mathematics they will be required to re-sit their GCSE and will attend lessons in preparation for this. Students may only resit one of either English or mathematics.

#### **REQUIREMENTS FOR Vocational STUDY**

**Minimum entry requirements: 5 grade 4 at GCSE plus subject specific requirements (see below)**

<b>BTEC Business, Extended Certificate, Foundation Diploma or Extended Diploma</b>	<b>5 grade 4 at GCSE including English or mathematics</b>
<b>BTEC Sport, Extended Certificate or Foundation diploma</b>	<b>5 grade 4 at GCSE including English or mathematics</b>
<b>BTEC Health and Social Care, Extended Certificate or Diploma</b>	<b>5 grade 4 at GCSE including English or mathematics</b>
<b>BTEC IT, Extended Certificate or Foundation Diploma</b>	<b>5 grade 4 at GCSE including English or mathematics</b>

- *Where students are assessed as not meeting the requirements for L3 qualifications and if the curriculum time allows they may be placed onto a 1 yr. vocational L2 qualification before they can access the L3 qualification*

## **Wider Learning**

### **Compulsory elements**

#### **Core PE**

All Sixth Form students will receive two hours of core PE lessons per week.

#### **Sports Leadership**

Students choosing to study Sport BTEC are also required to complete a sports leadership award that is worth up to 30 UCAS points and develops a range of transferrable skills such as; teamwork, organisation, communication and leadership

#### **PSHE**

PSHE continues from KS4 into KS5 with an increased focus on personal wellbeing, physical health and diet, mental health and stress management, relationships, road safety, careers, goal setting and time management. Student receive an hour and a half of PSHE tutorials per week.

#### **Life Skills**

Life Skills is about developing students for life in higher education and beyond education. Students are taught basic cookery and domestic skills, personal finance, study skills and revision techniques. They also gain an accredited first aid qualification valid for three years. Life skills is taught as a distinct lesson for one hour every fortnight.

#### **Careers Guidance and Further Education**

At Khalsa Secondary Academy students will have one hour a week of dedicated careers education focussing on developing knowledge of the world of work, careers pathways and the development of soft skills such as networking, personal branding, interview technique and communication skills. Careers lessons also emphasise progression either through the development of understanding of UCAS procedures, advice regarding Further Education or opportunities in employment.

The vast majority of Khalsa Secondary Academy students will go on to university. To support students, the school has a comprehensive programme helping students to prepare their application to university through the UCAS programme. As part of this package students attend the UCAS Higher Education convention. The school has extensive links with many top universities, including colleges, whose admission tutors visit the school to assist students with their applications. In addition, Khalsa Secondary Academy has a gifted and talented curriculum where exceptional students are supported with a range of activities including specialist staff assisting students with their application to highly prestigious universities such as Oxford, Cambridge colleges.

In addition to dedicated careers lessons, student will participate in a minimum of two extended work experience placements, each lasting for one full term. Student will have at least one day a fortnight where they will be off site gaining experience with local employers that are suited to their own individual career goals and interests. The school has strong links with multinational tech firms, local businesses, hospitals and health care providers. Each student will have a clear career flight path and personal career profile by the time they complete year 12. These experiences provide our students with unparalleled insights into their chosen career paths and equips them with the skills to be work and university ready once they graduate in year 13.

## **Enrichment**

Enrichment is about 'enhancing' the curriculum and students general learning experiences. Higher Education establishments and employers are increasingly keen to read references about interesting, well rounded individuals who have experienced of far more than just their academic subjects. Enrichment activities are focussed on building up students' portfolios for Higher Education and employment. There are a number of enrichment activities that students can be involved with throughout the year such as specialist programme for able, gifted and talented, performing arts, business, sports, music and many more. As well as the variety of different activities enrichment also includes advice on how to find work experience, competitions, visits to museums and attending lectures.

## **Community Volunteering**

Community volunteering is concerned with the development of the whole person and sacrificing students time for the benefit of others within our community. All students will engage with volunteering both in and around school and within our local community. Students will have the option of where they would like to volunteer and this will be built into their timetable for at least two periods each week. Options for volunteering include; lesson support, science laboratory support, special educational needs support, peer mentoring, paired reading, site support, support in an old people's home, supporting a food bank, hospital volunteering, sports leadership. Whilst these options are illustrative and not exhaustive they provide a flavour of the ways in which our students can develop their soft skills and gain valuable experience developing themselves as rounded individuals. The voluntary work can also contribute to part of the Duke of Edinburgh and Sports Leadership award.

## **Mentoring**

Students requiring additional support with their studies, personal organisation and effectiveness will have access to individual and group mentoring. This, as with all other intervention will be tailored to the needs of each students and help to ensure they achieve their potential in each of their subjects.

## **Optional Elements**

The elements listed below are optional choices for students wishing to develop a range of additional skills and ensure they can present strong applications when applying to the most competitive universities and employers

### **Extended Project Qualification this qualification**

For the most able students to extend their learning into a chosen field of study. It is worth up to 28 UCAS points and equivalent to half an A level. Requires 120 additional hours of study.

### **Duke of Edinburgh**

National youth development programme – assessing a range of pre-determined skills and competencies

### **Student Leadership**

Leadership of the student body. Posts include; Head Boy, Head Girl, Sports Captains and School Council Leads.

### **Combined Cadet Force**

Khalsa students can continue with their service in the school CCF unit or may join in year 12 if they have not already started. This provides a range of skills and experiences from first aid to self-defence, assertiveness and leadership training.

## Application Process

### Our Khalsa Students:

The following is the programme for applications to the Khalsa Secondary Academy Sixth Form for students who are currently members of Year 11.

1. Initial meeting with personal tutor will occur before Christmas exploring progress at GCSE and starting to consider Post 16 destinations.
2. The online Application Form must be returned by **1<sup>st</sup> of March 2021**.
3. During the Spring Term students will be interviewed by a senior member of staff who will be able to give additional advice.
4. Before GCSE written papers commence, students will be informed whether their application is appropriate.
5. After GCSE results are known, students who have been offered a provisional place must attend the Enrolment Day to confirm choices. Decisions will be finalised after this process. It is essential that students attend on this date.

### External Khalsa Sixth Form Students:

Each year there are places available for external students to apply for the Sixth Form. These students will be in Year 11 at another school.

1. All applications should be received by **1<sup>st</sup> of March 2021**.
2. Successful applicants will be given an offer provisionally subject to exam results. All candidates who are offered places must attend the Enrolment Day and bringing evidence of all qualifications, when courses are confirmed.
3. It is acceptable to make an application to the Sixth Form on the Enrolment Day. Proof of the applicant's qualifications will be required together with their birth certificate and/or passport.
4. Applications received after the Enrolment Day will be treated as a late application and only considered if the student meets the criteria and if there is a place available.
5. If students are unable to attend on the Enrolment Day due to medical or religious grounds they must contact the school and an alternative date will be arranged.



6. Students must be under 18 years of age at the start of their Sixth Form programme of study.

7. Students must have the right of abode in England

### **Students who have special needs**

Year 11 students who have a statutory statement of Special Educational Needs will receive guidance regarding the transition from Year 11 into Post16 education, arranged by the Head of Learning Support. A part of that guidance will involve impartial advice, considering the most suitable options for the student to choose Post 16, with these options being those that are most likely to lead to successful employment or continued further/higher education. Students with a statutory statement of Special Educational Needs may apply to study courses available in the Sixth Form, complying with the entry criteria that are applicable to all students.

### **Disability/Gender Statement**

Khalsa Secondary Academy welcomes applications from students of all abilities, ethnicity and faith. Khalsa Secondary Academy is fully compliant with the Disability Discrimination Act and welcomes applications from those with disabilities. We work with parents and carers to meet fully the needs of all students.

### **Able, Gifted and Talented**

At Khalsa Secondary Academy we intend to provide an education suitable for all students and where every child can make very good progress. That action includes provision for our most high performing students, called able, gifted and talented. To ensure that these students make very good progress, we identify such students on the School Able, Gifted and Talented Register. Such students have all round ability, across the core subjects of English, Mathematics and Science and have developed to a level significantly ahead of their year group. These students would enter the Sixth Form with a significant amount of A\* grades at GCSE or grade 8 and above. We will guide, support and continue to challenge and enrich our able learners so that their applications for higher education and employment are of the best quality.