



## GCSE to Sixth Form Transition and Careers Policy

### **Managing Transition**

All options available to students post-16 are discussed with GCSE students as part of their Transition Week activities in the late Autumn Term. In addition to A-level study, more vocational routes such as BTECs, NVQ and apprenticeships are also discussed.

At Collingham GCSE, we pride ourselves on equipping students with the skills they need to move into the next phase of their education. During their time at Collingham, GCSE students have supervised study sessions which help them to organize and structure their independent study time. If a student is struggling to keep up with their work, additional after-school (post-4pm) sessions can be arranged for them. In Year 12 in the Sixth Form, students are then timetabled for a minimum of four hours a week of supervised study time and then, in Years 13 and 14 year, students are generally expected to manage their study time entirely independently. This practice gradually encourages students to take responsibility for their independent study time which is essential to their success in university studies or in the world of work.

There is some integration between GCSE and A level departments, with students coming together for external activities, to listen to guest speakers and to participate in college events, such as the Collingham Bake Off and Concert. There are fledgling plans to develop a GCSE/A level mentor scheme, as well as having A level teachers across subject areas offer 'booster' sessions to GCSE students, particularly in the run-up to the exams.

As part of the transition programme, Year 11 students experience taster A level experiences, particularly in subjects that are not delivered at GCSE level, such as Economics, Politics, Psychology and History of Art.

Whilst the Head of GCSE is in on-going contact with parents regarding their child's future studies, the Principal invites all parents to discuss with her whether or not their child is suited to the Sixth Form and A level studies and to answer any questions they have regarding sixth-form entry at Collingham.

### **Sixth Form Admission**

Students entering the Sixth Form are usually required to achieve five GCSE passes (Grade 4 or above). However, if it is felt that it is appropriate for the student, programmes that include a mix of GCSE re-take and first-year A level study can be formulated. (See Admissions Policy)

Unless parents have given written notice by the end of the Spring Term that their child will attend another institution for post-16 study, or be entering into employment, it is assumed that their child will continue on to the Collingham Sixth Form.

### **Careers**

Collingham College offers careers advice to all its students that help them to understand the options that are available to them after the completion of their GCSE and A level studies and

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decide on the academic or vocational path forward that best suits their interests, skills and future ambitions.

In addition to their Transition Programme activities, students in Year 11 have individual meetings with their Personal Tutors to discuss subject choices for A level, as well as other more vocational routes that are open to them. Parents are provided with the contact details of The National Careers Service should they wish to use a careers profiling service to explore career choices for their son or daughter. In the Autumn Term, all Year 11 students experience sixth-form classes, coming into Year 12 sessions for at least three or four subjects. Students are particularly encouraged to experience subjects that they have not had the option of studying at GCSE level, such as Psychology, Sociology, Politics and History of Art.

In Year 12, students experience a range of careers advice delivered in a number of ways – Personal Tutor Time discussion, the Enrichment programme, meetings with the Personal Tutor, Science Fairs, as well as during Enrichment and UCAS Week. This includes talks from visiting speakers, professionals, alumni and parents, as well as gap-year specialists. Enrichment and Careers Week is an excellent opportunity for students to talk through with their Personal Tutor the range of options open to them at tertiary level, the UCAS process, and how to select suitable courses that match their skills, interests and future ambitions.

All Year 12 students carry out work experience at the end of the academic year. They are provided with documentation to complete that helps them to reflect productively upon their experience and this is discussed with their Personal Tutors during their first progress review in the Autumn Term.

Year 13 and 14 students meet extensively with their Personal Tutor during the Autumn Term to discuss UCAS entry, as well as other academic and vocational routes, such as apprenticeship, Art Foundation application and portfolio submission or drama auditions. How to get the best out of a gap year and make appropriate, safe and feasible plans is also discussed. Students have as many opportunities they need to discuss their university and subject choices individually with their Personal Tutor and to go over drafts of their Personal Statement. This process in itself often proves to be an excellent launchpad for students to discuss with their Personal Tutor their suitability for a course or whether or not they have a genuine interest and commitment to it.

New students to Year 13 and 14 are encouraged to submit their UCAS applications later in the term, usually after half term. This enables the teaching staff to get to know them and their academic abilities so that they can more accurately predict their final grade. It also gives Personal Tutors an opportunity to have initial conversations with the student, as well as giving re-take students a chance to re-orientate themselves and, possibly, reconsider universities and courses to which they have previously applied. However, students wishing to apply for Medicine, Dentistry, Veterinary Science or Oxbridge will need to liaise with their Personal Tutor early on in the term, as the deadline for these applications is October 15<sup>th</sup>. Dr Margaret Smallman (Vice Principal) oversees these applications and students wishing to follow these routes are encouraged to see her as soon as possible in the Autumn Term.

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New students are welcome to submit their UCAS application through their previous institution if they wish and Collingham is happy to liaise with them to support the process in any way they can, providing up-to-date academic references and grade predictions.

Finally, senior staff and Personal Tutors are present on Results Days and in the weeks thereafter to help students and parents make sense of their GCSE and A level results, discussing with them their sixth-form options, both here at Collingham and elsewhere, and helping them, if necessary, navigate the UCAS clearing system.

In keeping with its overall ethos, Collingham offers a highly supportive and individualized approach to careers support and advice that ensures that students have access to relevant information, careers experiences, as well as experienced professionals.

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### **Availability**

This policy is provided to staff on confirmation of their appointment and to all staff on an annual basis.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Leads (DSLs).
- The Chairman of the Board of Directors will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Dr Sally Powell  
Principal

Date: July 2021

Edward Browne and Robert Marsden  
Board of Directors

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