

Principal: Tim Fisher



queen elizabeth sixth form college

information for

parents

of first year students



Queen Elizabeth
Sixth Form College

one of the country's leading
sixth form colleges

october 2011

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Information for Parents / Carers of New First Year Students

All students receive a College diary / planner which contains useful information about College procedures, term dates, relevant members of staff etc. Key dates, information for parents and latest news items can also be found on the College website www.qeliz.ac.uk which is regularly updated. There is also information for parents on the website about e-safety.



Parents' Consultation Meetings

There are parents' consultation meetings for first year students on Tuesday evening 6 December and Wednesday afternoon 7 December 2011. These sessions are an opportunity for parents to meet subject teachers to discuss students' progress after one term of study at College. Parents will receive assessment grades by post prior to these consultation meetings.

Term Dates 2011-2012

Autumn Term 2011 Thursday 8 September - Friday 21 October
Monday 31 October - Friday 16 December
(Closure days: Thursday 24 & Friday 25 November)

Spring Term 2012 Tuesday 3 January - Friday 10 February
Monday 20 February - Friday 30 March

Summer Term 2012 Monday 16 April - Friday 1 June
(Closure day: Monday 7 May)
Monday 11 June - Friday 6 July

Autumn Term 2012 Start of teaching for second year Advanced Level students - Monday 20 August (tbc)

Students and their parents are asked to note the dates of the end of the Summer Term and the start of Autumn Term 2012. These dates are slightly different from term dates for local schools.

Key stages through the course

New first year students are taking either a full Advanced Level programme or Advanced Levels with one or two GCSEs or an OCR and usually stay at QE for two years.

There are important stages in the year and details are given below.

Advanced Level Cycle 2011 - 2012

AS = Advanced Subsidiary achieved after one year of Advanced Level study.

A2 = Second year of Advanced Level study leading to the full A Level qualification.

September 2011	AS courses start
October 2011	First assessment grades
November 2011	Second assessment grades
6 & 7 December 2011	Parents' Consultation Sessions & HE Convention
January 2012	AS examinations in some subjects
February 2012	Third assessment grades
March 2012	Fourth assessment grades
May/June 2012	AS examinations
June 2012	HE / Careers Preparation & A2 fortnight
6 July 2012	End of Summer Term
16 August 2012	AS results
20 August 2012 (tbc)	Start of Autumn Term for second years - guidance and start of A2
23 August 2012	GCSE results

Assessment grades

All students are given a minimum target grade in each subject in October and there are further assessments in November, February and March.

In each subject, students are given a performance grade, effort grades for work inside and outside of class and the % attendance for the work covered. The subject teacher discusses the grades with the student and tasks for improvement are agreed. The aim is to build on the progress made and to improve on the current performance. Parents are informed of these grades in a letter which is sent home by post.

Target grades

The assessment system is explained to new students in September of the first year. Each student is then given a minimum target grade in each subject to aim for at the next assessment point in November. These minimum targets are based on the student's GCSE results and national data and are used to give the student an indication of the minimum performance grade that should be achieved.

Students with high grades or with grades above expectation are commended. Students whose grades are of concern are seen by the Group Tutor and the Principal Tutor as a matter of urgency and parents may be invited into College to discuss the situation.

Induction of new students

In the first half of the Autumn Term, the Group Tutor takes new students through an Induction Programme. This process is designed to assist in the transition to post 16 study and to help the student adapt to life at QE.

The College has clear expectations of its students and these are explained in detail during the induction process. After and during induction, the Group Tutor interviews new students to find out how they are settling to the demands of sixth form study.

The Guidance and Support System

We believe the College has a support system that embraces both the best of a school sixth form and that of a college. Our support structure closely monitors each student to ensure that they work to their potential and enjoy the sixth form experience. We seek to develop a three-way partnership between the students, parents and College to ensure that students are supported and achieve success.

Each student is a member of a tutor group that meets at least twice each week. The Group Tutor will get to know the student well and, through a cycle of regular interviews, the tutor will discuss and monitor the student's progress and welfare. The work of the Group Tutor is managed by a Principal Tutor and students are referred to the Principal Tutor if problems arise with performance, attendance etc.

The Principal Tutor will contact parents if there is a serious problem and parents are encouraged to contact the Principal Tutor if they have any issues of concern. The name of your son's/daughter's Principal Tutor is given on the introductory letter from the Principal.

Careers and Higher Education Guidance

The courses at College are relatively short and at a reasonably early stage, students must start to consider the options available after QE. We have an excellent record in providing high quality advice and guidance to ensure that our students are well informed and prepared for progression when they leave.

The College has its own careers and guidance professionals, Stella Barnes and Cathy Hodgson, and students may make appointments to see them to discuss their career plans.

Most students apply to university and there is a higher education programme for them which starts in the second half of the first year. There is also support for students who wish to seek employment immediately after QE.



Attendance monitoring

Courses at College are intensive and good attendance is essential if students are to achieve their potential. There is a strong correlation between attendance and student performance. Poor performance is often related to patchy attendance and we place great importance on attendance at all lessons and tutorials.

A student is expected to attend regularly and we monitor attendance at each lesson and at other timetabled sessions. Both the subject teacher and the group tutor will check why a student is absent from a lesson and a student will be referred to the Principal Tutor where there is concern. Letters are sent home if attendance is at an unsatisfactory level.

If your son/daughter is unwell and is absent, we ask you to inform the College by 10.00 am on the first day of absence.

Holidays taken in term time

Any absence from College will have a detrimental effect on progress. Parents considering booking a term time holiday are asked to consider carefully the implications of this upon their son's/daughter's education at this critical time.

Permission is only granted for family holidays and where no other time is available because of a parent's work commitments. Any request for a holiday in term time should be submitted to the Principal Tutor at least 3 weeks before the date of the proposed holiday.

Please note that full A2 teaching begins on August 20, 2012 (tbc) and students must be present, not taking College time off for leisure events such as Leeds Festival.

Part-time work and time management

As a rough guide, we expect our students to devote at least 40 hours each week to their College work (including lessons). Outside of lessons, we expect a student on a four subject AS Level programme to spend on average 4½ hours on private study in each subject per week.

In addition to College work, a student will want to take part in leisure activities and will also wish to enjoy a social life at this exciting time of their lives. Inevitably there will be numerous pressures on a student's time and successful students must learn to manage their time carefully.

Many of our students have part-time jobs and we believe that part-time work is beneficial. However, College work must be given priority and we strongly advise that students do no more than 8 hours part-time work in a week during term time. The number of hours should preferably be reduced in the period before examinations. Research has shown that College work will suffer if a student takes on more than 8 hours part time work in a week.

The College guidance arrangements are the responsibility of Anita Blackburn (Vice Principal) who oversees the work of Principal Tutors and Tutors. She is assisted in this process by Laurence Job (Assistant Principal) who has responsibility for specific areas of student support, including financial support and transport.



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