



HEATHLANDS SIXTH FORM

BECOME THE BEST YOU CAN BE

- LAYING STRONG FOUNDATIONS FOR SUCCESS IN YOUR FUTURE LIFE, BE IT AT:
- UNIVERSITY • APPRENTICESHIP
 - IN THE WORLD OF WORK • ...AND BEYOND!



WELCOME TO HEATHLANDS SIXTH FORM

FOREWORD: CO-HEADTEACHERS, SARAH SHIELDS AND LESLEY REEVES COSTI

It gives us great pleasure to welcome you to Heathlands School Sixth Form. Our Sixth Form has a pre-university style culture with high expectations and challenges, but equally high rewards at the end.

Exciting and diverse opportunities

Our aim is for you to continue to become the best you can be and make the most of the exciting and diverse opportunities on offer.

Sixth Form is different to school

Life in the Sixth Form differs from that of the school. Being a Sixth Former, you will enjoy unique experiences, opportunities and responsibilities.

Self-organisation skills

The success you have achieved at GCSE provides you with a solid foundation for entering Sixth Form. You will need to develop self-organisation skills, a greater depth of independent study and good time management.



Facilities

There are allocated Sixth Form areas which means students can access quiet study as well as communal areas throughout the day, similar to a university style environment.

Technology

The school is well served by Wi-Fi and communications technology, and all students have access to chrome books and ipads. Many subjects make full use of Google Classroom and Google Docs to share resources and undertake tasks.

Don't just take our word for it

The most important part of our Sixth Form is you the student. You will see, by reading the many student and parent/carer stories within this prospectus, that there is no limit to what can be achieved in our Sixth Form.

Come and visit

We would be very happy to show you around the Sixth Form.

Please contact the school office to arrange a visit on tel: 01727 807807 or txt: 07860 004370 or email us on admin@heathlands.herts.sch.uk.

KEY STAGE 5 CURRICULUM

Scan the QR code to see our exciting Sixth Form Curriculum.



HEATHLANDS HAS PROVIDED KEVINAS WITH THE DEAF COMMUNITY HE WAS LOOKING FOR

Kevinas is at Heathlands 6th Form. He is studying A Level Biology, Chemistry and Maths.

MOVING FROM MAINSTREAM SCHOOL

Kevinas attended a mainstream high school before moving to Heathlands. He was looking to experience school life with more deaf people and at Heathlands he found new friends and teachers.

Kevinas says, "Heathlands felt more social and there were more people I could communicate with. I went to a mainstream hearing school so it was an easy choice for me, I wanted more deaf people to communicate with. Outside of lessons I'm usually with my friends, we socialise together, hang out and go to football training."

WORKING HARD

There is a variety of subjects to choose from at Heathlands 6th Form. "I'm studying my A Levels. My subjects are Maths, Chemistry and Biology. There is a big difference between studying at GCSE level and studying in 6th Form. It's very positive but it is very different. I can wear my own clothes but there is a dress code that we follow which is fairly strict. I'm not sure what my plans are going to be after 6th Form. I'm concentrating on doing well in my subjects and then we'll see what happens."

INDEPENDENT STUDY

"My days on campus feel more independent. We all attend classes at the same time but there is a lot of time for independent study, we have our own break times which is great."

STRUCTURED LEARNING

"Learning in my subjects usually starts with researching, writing and studying the details of the topic. Then mid-way or towards the end of the topic we'll revise and test what we've learned, that's usually the pattern of study that we follow. There's a lot to learn but having that structure helps break everything down."

STEPPING UP TO THE CHALLENGE

"I do like Maths. I loved it at GCSE and now at A Level I am finding it challenging but I'm going to power through and keep going. Biology I like, it's very visual and that's how I like to learn. It's felt an easy subject for me in terms of picking up new topics and explanations. In Chemistry there's a lot of focus on questions which is a different way of approaching learning in comparison to my other subjects."

ACCESSIBLE FACILITIES

Heathlands hosts primary and secondary school facilities as well as the 6th Form. "There are separate areas for each school and each subject has their own room, so for example we have Maths classrooms and there are Science labs, it's all very accessible."

BOARDING

Kavinas was the first 6th Former to board. "It's been a great experience. I boarded in secondary school and I'm 6th Form border. I like the independence, and I can focus on my studies. I'd recommend boarding as an option to other students."

AWARD TRIPS

"There are award trips at the end of each school year. 6th Formers don't have those trips but the lower schools do. We're raising money for the 6th formers to fly to Gambia, we're all fundraising staff and students. This is the first 6th Form trip so it's very exciting, we're all looking forward to it."

PASTORAL CARE

"Miss Jackson looks after our timetables and any concerns. She looks after everything for us and if ever we need anything she's there to help. She plans our trips, she helps if you've missed any lessons or need to make any changes. She's great, a supportive person."

SKILLS FOR LIFE

"I would recommend Heathlands to people. There is a great social life and you can have conversations with anyone. Heathlands is very open to deaf and hearing people. You will gain communication skills for life outside of school. I'm going to miss my friends when I leave but I'm looking forward to seeing what happens after 6th Form."

TIMETABLE AND THE SCHOOL DAY

FORM TUTOR

Similar to your previous experience in school, you will have a Form Tutor. Your Form Tutor will be your main point of contact for any issues arising.

REGISTRATION

Registration is an important part of the Sixth Form day. Every student is required to attend registration at 8.45am when at Heathlands. On days that your first lesson is at Marlborough you will register with the Communication Support Worker (CSW). You are able to enter the Heathlands Sixth Form area after 8am.

TIMETABLE

You will have an individual timetable which outlines your timetabled lessons, independent study sessions and specific enrichment activities. You are expected to attend all timetabled lessons and utilise independent study sessions effectively to support your studies.

You are free to leave the school site at lunch but must ensure that you return on-time ready for afternoon lessons. Lateness due to traffic, being in the town, etc. are not reasons that will be accepted for poor punctuality. All students must sign in and out at both the Heathlands and Marlborough campus.

Students who do not have a timetabled lesson or activity periods in the afternoon are permitted to leave the school site for the purpose of self-supported, off-site study as long as they meet the criteria listed below.

- **Attendance** – attendance must remain over 95%.
- **Punctuality** – must not be subject to a monitoring programme for punctuality. Students need to recognise that punctuality is not just in the morning but also to individual lessons.
- **Attainment** – must not be subject to a monitoring programme for attainment.
- **Behaviour & Conduct** – must not be subject to a monitoring programme for behaviour or conduct.
- **Independent study & Homework** – must not be subject to a monitoring programme for independent study.

ACADEMIC REPORTING AND PROGRESS

We pride ourselves on our student focussed provision and this approach continues into Sixth Form. Throughout this handbook you will see how we prepare you to make the transition from GCSE to A Levels and the continuation of the school's high expectations.

Your teachers will track your attainment and progress in a number of ways and using a range of assessment methods. This will include your assessed work in lessons, independent work, in-lesson assessments, mock exams, and the completion of practical work.

Sixth Form reports

Your parents/carers/home will receive Sixth Form reports at set points within the year. These reports will detail your attainment, predicted grade for UCAS and your attitude to learning.

Parent consultation evenings

We also provide a parent consultation evening once a year; one in year 12 and one in year 13. These appointments are an important and valuable opportunity to discuss progress and explore areas relating to your A-Level study.

HOME SCHOOL AGREEMENT

This can be found within the Sixth Form Handbook. Please scan this QR code and scroll down to the bottom of the page.



TOSIN IS WORKING HARD TOWARDS THE ENGLAND PARA FOOTBALL TEAM, AND HIS AMBITION IS TO BE A PROFESSIONAL FOOTBALLER

Tosin is 17 years old and attends 6th Form at Heathlands. He is studying BTech Sports, BTech Business and BSL Level 3 and 4.

ATTENDING DIFFERENT SCHOOLS

Tosin's 6th Form schedule is split between Heathlands and Marlborough School, which is a mainstream, hearing school. "At Heathlands I have lessons for BSL Level 3 and 4, and then I go to Marlborough for my other subjects. I was a little bit nervous at first about having lessons at a hearing school but now, going into Year 13, it feels just part of being in 6th Form" says Tosin.

HEATHLANDS STUDENT

When joining Heathlands 6th Form there are a variety of subjects to choose from. Regardless of where you study, you will be a Heathlands 6th Form student. "It's been good so far to be part of the new 6th Form. I like the lessons and the teachers. Being at both campuses means I'm experiencing learning in a deaf and a hearing environment. It's helping me prepare for my future as I'm looking to go on to further study, it's building my confidence for my next steps."

WORKING HARD

"In comparison to GCSEs there's a lot more information you need to take in and understand. With my subjects being coursework based it's up to me to do well. No one is hassling me to do the work so if I want to get good grades, I must put the work in."

SPECIALIST SUPPORT

"Hearing parents worry that by coming to a deaf school their children won't speak well but they don't need to worry. That's not the case at all. You get more specialist support and that helps a lot. Being at a deaf school your needs are easily understood, and they have what you need to do well."

PASSIONATE FOOTBALLER

"I think I'm going to do an Apprenticeship after 6th Form so it's important to me to work hard and get good grades. I've got a YouTube channel. I talk about being a deaf footballer, I create content and sign and share tips about being a deaf footballer. That's something I'd like to pursue; I'd like to play for England deaf football. We've been involved with the England Talent Para Pathway for years and we'd love to play in the England Para Football Team one day, we're not far off the Under 21 squad now."

LEAVING HEATHLANDS

"I'll miss my friends and the deaf community when I leave, we'll all be spread out across the UK, but we'll make the effort to stay in touch."

STUDENT WELLBEING AND COMMUNICATION

THRIVE AND FLOURISH

We believe strongly that positive emotional wellbeing and mental wellness are not only crucial in enabling you to feel happy and fulfilled, but also in enabling you to thrive and flourish during your time at school. Students who enjoy positive mental health and wellbeing are better able to cope with the normal stresses of life, work productively and fulfil their own potential and make a contribution to their wider community.

Balance

We advocate the balance of studying and personal time and therefore advise students to consider prioritising their study time during the school day to ensure that there are opportunities to engage in part-time work and finding time to relax and spend time with family and friends.

Wellbeing tips

Students should look out for our wellbeing events and take notice of the tips we promote to supporting wellbeing and being proactive with supporting positive mental health. Students should never feel like they are alone, especially at this time where the transition to adulthood, whilst exciting, is potentially going to be unsettling.

ANTI-BULLYING

For full details of our commitment to equality, diversity, inclusion and belonging, we invite all students to read our Anti-Bullying policy (is there a web link to it? If so, we can generate a QR code). We commit to creating a culture where we support protected characteristics and inclusion as a whole. This charter is designed to communicate the values and commitments that Heathlands (students and staff) pledge our responsibility to achieve.

BEHAVIOURS AND REWARDS

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work.
- Good or outstanding pieces of work.
- Attainment or progress in one or more subjects
- Effort in class and/or for homework.
- Outstanding effort for achievement in extracurricular activities.
- Service to the school or local community.
- Consistently improved attendance and punctuality.

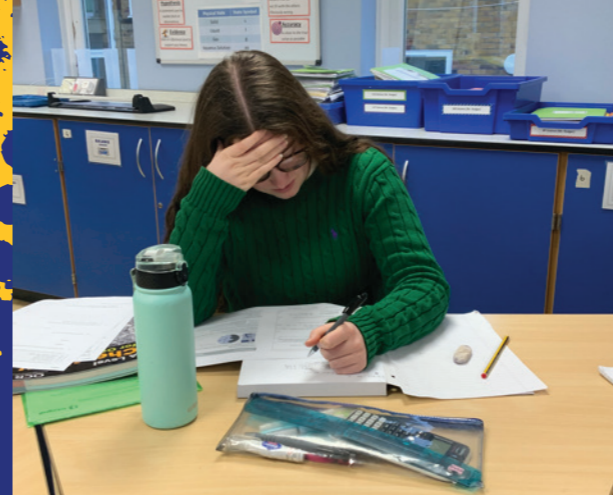
COMMUNICATION

Heathlands follows a Total Communication philosophy, this includes British Sign Language (BSL), Signed Supported English (SSE) and spoken English. Your lessons will be accessible in BSL at both Heathlands and Marlborough.

At Heathlands, lessons will be delivered directly from Teachers of the Deaf. At Marlborough this will be through a CSW. The CSW is a respected education professional and will support during lessons. Outside of lessons you may be able to book a time with the CSW to go through lesson vocabulary, this will be dependent on availability.

Speech and Language

Speech and Language therapy is available to all Sixth Formers and can be arranged in discussion with your form tutor.



HEATHLANDS 6TH FORM STUDENT CHARLOTTE IS LOOKING FORWARD TO VISITING THE GAMBIA, TO EXPERIENCE LIFE AS A DEAF STUDENT OVERSEAS

Charlotte is at Heathlands 6th Form. She is studying A Level Biology, Chemistry and Maths.

NORMAL SCHOOL LIFE

Charlotte started her school journey at Heathlands age two. "I feel like I've been at a normal, mainstream school with the only difference being we speak a different language. In a Spanish school you would speak Spanish and at Heathlands we communicate using British Sign Language."

SCHOOL TRIPS

"In Year 11 we went on a trip to Norfolk, it was a big group trip. It was an amazing experience; we had so much fun. We're going to the Gambia next and I'm looking forward to visiting other deaf schools. I'm interested in seeing how deaf children go to school in the Gambia and compare my lived experience as a deaf person in the UK."

A CAREER USING MATHS

When deciding what to study at 6th Form Charlotte focussed on what she likes learning. "I enjoy Maths, and Biology and Chemistry compliments those subjects. I'm not sure what I'm going to do after 6th Form, but I would like to go to university and study Maths. I'd like a career involving Maths. I'm looking forward to Year 13, it's going to be a hard transition as there'll be more to do with exams. A Level subjects are content heavy, in comparison to GCSEs, they're much more in depth."

ENJOYING A CHALLENGE

"I completed the Duke of Edinburgh Award and achieved Bronze. I enjoyed the voluntary work; I did Park Runs. I'd go every Saturday and as a deaf person it was challenging, but everyone was supportive and friendly. I enjoyed that very much."

LEARNING IN A HEARING SCHOOL

Moving across campuses for different subjects and attending a hearing school has been challenging. "Going to a hearing school has made a huge difference to me. I have grown up with access to education through direct sign language and teachers who are teachers of the deaf. Now I'm accessing education through an interpreter. I have a science teacher that communicates to me in BSL which helps me as they know what signs to use and how to adapt for the lessons. It's been hard to switch between communicating with the interpreter and direct BSL, but we're managing and it's getting better."

SCHOOL COMMUNITY

"I have friends at Heathlands and we're a close group. I live close to school and so I travel in and out as a day pupil. I have friends that board at Heathlands and when they finish school there's no travelling involved. I know some people prefer to come home and have their personal space, and some people prefer the social side of boarding. My bus journey is relatively short, I know some students who travel for an hour to get to school and home again so there's lots of different situations for people happening at school."

SPECIAL QUALITY

"Heathlands' ability to offer BSL is its special quality. All the teachers are nice, and they can all communicate with the students. If I went to a hearing school and the teacher didn't communicate using BSL I wouldn't be able to communicate with them, whereas at Heathlands I can communicate with everyone."

CODE OF CONDUCT

This can be found within the Sixth Form Handbook. Please scan this QR code and scroll down to the bottom of the page.



ESSENTIAL STUDY SKILLS

INDEPENDENT AND PRIVATE STUDY

Sixth Form is a huge step up from year 11 and not always easy. Independent study skills are increasingly important when studying A levels. You will not achieve your potential if you do not put in the work outside of the lesson. Your assessments will frequently ask you to apply your subject knowledge to unfamiliar contexts and it is difficult, if not impossible, to do this if you have not taken the time to extend your understanding independently. Wider reading will be set and there is an expectation to use independent study time to answer key questions that you will be set by each subject, each week.

At Key Stage 5 there is greater expectation for you to develop independent skills and knowledge to underpin those learnt in class. Independent learners are motivated to learn. They accept responsibility for their own learning and have the confidence to approach others for help if they need it. Independent learners manage their learning processes effectively.

This includes

1. identifying what you want to learn, for example, reading the learning outcomes in modules.
2. identifying how you are going to learn, for example, individual study, working with a friend, asking for help.
3. managing time, stress and other commitments.
4. using a wide range of learning opportunities and resources.

STUDY SKILLS

You should make a point of discussing the most effective use of your study periods with your subject teachers, as they, of course, are the people best placed to give you advice. Some of the most effective general strategies include:

- Maintain a well organised, logical subject folder for each of your subjects. Even practical subjects need to have a folder as you will need to take down tutorial notes for example.
- Going over your lesson notes, organising them and where possible building upon them through further research around topic areas.
- Getting ahead of yourself (especially with regards to coursework) and starting to complete work set that day.
- Doing extension work, (extra exercises or questions) in the areas you find most difficult.

- Reading through the teacher’s comments on marked work and writing detailed student responses which will benefit your future progress.
- Carrying out additional reading (journals, newspapers, case studies, the internet) around your academic subjects.
- Completing past papers.
- Writing essay plans.
- Completing project work.

TIPS FOR EFFECTIVE STUDYING

- Turn your notifications off on your mobile.
- Ensure that you have all the equipment and resources you need.
- Be brave in telling your friends and people around you that you are studying and need to concentrate.
- Have water and constantly hydrate the brain. DO NOT USE ENERGY DRINKS!
- Plan your study time across all your subjects and prioritise deadlines.
- Take breaks where you can get fresh air and natural light.
- If studying for a long period, plan a walk halfway to give your brain a rest.
- Consider whether you need a ‘study buddy’ as sometimes you can save time and be more efficient.
- Be realistic with your study sessions—don’t over plan what you want to cover.
- If you are feeling overwhelmed or worried about something, speak to someone. It may feel like the hardest thing to do but it is often the quickest and most effective way of reducing the stress or anxiety it is causing.



HEATHLANDS EMPOWERS THALIA WITH AN EDUCATION THAT HONOURS HER DEAF IDENTITY AND IS FULLY ENRICHED BY BRITISH SIGN LANGUAGE

Thalia is in Year 13 and is studying A Level Biology, Chemistry and Psychology.

LOOKING BACK

Thalia started in nursery at Heathlands in 2009. She is now in Year 13 and part of the first sixth form cohort studying A Levels at Heathlands and at the neighbouring Marlborough School. “My parents knew they wanted me to go to a Deaf signing school, so they chose Heathlands. They wanted me to grow up making lifelong friendships and most importantly, to access my education in my native language, which is British Sign Language (BSL). Later, when it was time to look for a secondary school, my parents hoped I would stay at Heathlands but also encouraged me to explore other options. I decided not to do my GCSEs at an oral-based school because I wanted full access to learning through BSL and it turned out to be the best decision I could have made. The same goes for sixth form, I think the partnership between Heathlands and Marlborough School is brilliant because it gives me the best of both worlds.”

OVERCOMING CHALLENGES IN MATHS

“I’ve always found Maths challenging but having full access to lessons in BSL at Heathlands has made such a big difference.

Being able to learn and discuss Maths concepts in my native language helped me change my whole perspective on the subject, and I was so proud to pass with a brilliant GCSE grade. I wouldn’t have had that same level of access or understanding in an oral or mainstream deaf school.”

NEXT STEPS

“My plan is to study Biology at university, I’m going to be applying soon. I’m thinking about going to a London university.”

STUDYING AT MARLBOROUGH SCHOOL

Marlborough School is a hearing school and students from Heathlands study some of their A Level subjects there with the support of a Communications Support Worker (CSW). Thalia says, “The CSW is important for me to be able to access my lessons. My CSW is excellent, she understands me very well and she interprets any questions that I have. The CSW also interprets for me with my hearing peers. If the CSW is busy, I can communicate with my phone, we type to each other and some of them have learned sign language. That’s been great and it’s fun teaching the other students some sign language.”

WORK EXPERIENCE

Thalia completed her work experience at another deaf school, working with Year 6 pupils at Frank Barnes School in London. “Heathlands put in a lot of effort to organise everything for me, so I didn’t have to worry about anything. At Frank Barnes, I supported different lessons throughout the school day, and it really made me realise how valuable it’s been to grow up at Heathlands - from nursery all the way through to sixth form. Having the same teachers and building those relationships over time means a lot. I worked with the Year 6 students and asked where they were going next, and some said Heathlands, I’ve actually seen them starting in Year 7!”

“For my Year 12 work placement, I had the chance to teach some GCSE Biology classes, and I enjoyed every minute of being in the teacher’s shoes. That experience helped me decide what degree I want to study at university,” says Thalia

GAINING CONFIDENCE

“Studying Psychology and Biology at Marlborough and mixing with hearing students as well as my deaf peers, it’s a good opportunity. The world is a hearing world and 6th Form is helping me learn how to adapt in those different social environments and how to learn. I feel like I will be absolutely fine and I’m full of confidence. Heathlands has been a massive part of my life and I will miss the school immensely. I’m thinking that one day I’ll come back and teach at Heathlands. I’d love to be able to give back what I’ve gained from and to be able to give to other children what I’ve experienced.”

MOVING TO THE HEARING WORLD

“I think that a lot of people see deaf schools as a special school but it’s not like that, it’s no different to a hearing school the only difference is the language that we use. I think that’s how I would reassure parents, send your child to a deaf school because they will be with their own community. They’ll develop confidence and their deaf identity as well as lifelong friendships and they’ll be with other people who have the same experiences as them. If you go to a mainstream school your peers won’t understand your lived experience. Heathlands gives you that foundation so you’re ready to then move on to a hearing world.”

EXAM PREPARATION

Exam preparation is different from revision. The following tips should help you prepare for the exams which are published in advance.

- Pull the whole course together (get a syllabus and do not compartmentalise information).
- Start revising early.
- Try to keep a revision timetable.
- Change revision topics regularly but ensure thorough revision of all areas.
- Revise actively by summarising notes onto cards or into diagrams.
- Revise in approximately 45-minute sessions.
- Practise past questions and papers.
- Try to think up likely exam questions for yourself
- Talk about the material you are revising.

AS EXAM DAY APPROACHES

- Revise during the day so that your mind is used to working in examination hours.
- If anxiety sets in, talk to parents/teachers.
- Check examination arrangements.

ON THE DAY

- Arrive in good time.
- Don't let other candidates disturb you.
- Make sure you have the necessary equipment for the exam (black pen, pencil, ruler, rubber, calculator, books)

IN THE EXAM

- Keep calm at all times
- Read the instructions on the front page.
- Read the questions carefully.
- Examine the wording carefully
- Take the time to plan your answer before you start writing - Everything you write should be relevant to the specific question asked.
- Write legibly and in a clear style using relevant terminology.
- Express complex ideas in short sentences.
- Structure essays with an introduction, a logically developed argument and a conclusion which all answer the question set.

STRESS AND ANXIETY

It is very natural and very common to feel a little stressed or anxious coming up to or during an exam. Because of this, students often say their "mind went blank" during the exam. For your next exam, be prepared to calm your nerves. Practice breathing methods before the exam and it will come naturally to you during the exam.



TONI'S JOURNEY AT HEATHLANDS STARTED AT AGE THREE, AND AS A 6TH FORMER HE'S LOOKING FORWARD TO REAPING THE REWARDS OF HIS STUDIES

Toni is 17 years old and attends 6th Form at Heathlands. He is studying BTech Business, BTech Sports and BSL Level 3 and 4. Toni has a twin brother, Tosin, who also attends Heathlands.

TWO SCHOOLS

Toni is a student in the first 6th Form cohort at Heathlands. The 6th Form is split between Heathlands and Marlborough School, which is a mainstream, hearing school. "We've been at Heathlands since Nursery school. Now, for 6th Form we attend Heathlands for BSL Level 3 and 4, then we go to Marlborough for our other subjects."

STUDYING AT 6TH FORM

Toni is a hard-working student who has approached his 6th Form studies knowing consistency and dedication will pay off in the end. "The subjects I'm studying involve mostly course work. I have one exam but there a lot of topics to cover and there's lots of information to understand. The teachers and our classmates are what makes Heathlands special. Everyone has been supportive and friendly starting 6th Form. Work hard from the beginning and you'll find things a lot easier."

FAMILY COMMUNITY

At Heathlands, students come to school from across the UK and so there is a boarding community which all the students enjoy. "At Heathlands you feel connected and part of the community. Having everyone together at Heathlands, it feels a special place to be. Heathlands is like a second family, we've spent a lot of time with boarding students, especially when it comes to doing activities after school."

SPECIALIST SPEECH THERAPY

"Heathlands is the best option for deaf students. In a hearing school or a mainstream school, you can get by, but Heathlands have better facilities. Their speech therapy has helped me, and their resources are excellent."

FUTURE AMBITIONS

"I've played football throughout my time at Heathlands and I'm part of the England Para Talent Pathway. I'm not far away from being part of the U21 squad and to make the team would be a huge achievement. Studying at Heathlands has given me the confidence to believe anything is achievable if you're prepared to work hard."

MOVING ON

"I'm looking forward to deciding what to do after 6th Form, I've no fixed plans yet but I like the idea of doing an Apprenticeship. Even though my friends will be all over the UK I feel, leaving Heathlands, I'll still be part of a deaf community and that's important to me."

CURRICULUM INTENT

The intent of curriculum provision is to foster the educational development for students at Heathlands to the highest level of attainment possible and to ensure and enable access to the same opportunities as their mainstream peers.

Sixth Form at Heathlands aims to empower students to achieve academic excellence and personal growth, preparing them for ambitious pathways in higher education and the modern workplace. We foster critical thinkers through a broad, rigorous, and enriching curriculum, developing in them the intellectual curiosity, resilience, and ethical understanding needed to make a positive impact on society.

Heathlands Sixth Form provides:

- Academic Ambition: Ensuring depth of subject knowledge, preparing students for competitive university places or advanced apprenticeships.
- Life-Ready Skills: Developing “life-ready learners” through professional standards, such as resilience, work ethic, and independence.
- Personal Development & Pastoral Care: Fostering confidence, care, and responsibility, ensuring a holistic approach to student well-being.
- Cultural Capital & Enrichment: Offering a wide range of experiences beyond the classroom to broaden horizons and build cultural understanding.
- Inclusivity & Context: Responding to the specific needs of the Deaf community aiming to bridge educational gaps and provide a bridge to the future.

PROGRESS AND TRACKING

Reporting on progress and tracking occurs frequently as part of teaching and learning. Students are regularly updated on how they are progressing and next steps.

Formal progress tracking is reported to parents and students three times a year. This takes the form of annual reviews, mock results, parent consultations. In addition, formal assessments occur at the end of the autumn and summer terms.



PSHCE, CAREERS, SPORT AND EXTRACURRICULAR ACTIVITIES

PSHCE AND SPORT

The timetable includes time linked to PSHCE and Sport; students are expected to attend these lessons. There are opportunities to be involved in Sixth Form sport at Marlborough. The directed time will cover PSHCE and Careers, and students will follow the Key Stage S5 PSHE curriculum. Topics will include:

- Careers.
- Finance.
- Relationships.
- Sex Education.
- Physical and Mental Health.

COMMUNITY SERVICE AND VOLUNTEERING PROJECTS

In year 12 students are expected to be involved with Community Service and Volunteering Projects. Students are expected to give back to the school and local community and staff will be able to support them in setting up suitable activities individually, as well as organising larger group projects.

CAREERS EVENTS

Staff will support the students in preparing for their next steps with a full programme of careers events, which will include information regarding procedures for UCAS and apprenticeship applications. Students will have 1:1 guidance interviews from qualified Careers Advisors and are expected to attend a work experience placement at the end of Year 12.

University Open Days and employer events

Students should build a portfolio of evidence relating to their work and volunteering experiences to document their activities. They are encouraged to attend university open days and employer organised events to gather as much information as they can about their options.

UCAS

As part of PSHCE sessions, students will be supported to complete UCAS, job and apprenticeship applications. Staff at both Heathlands and Marlborough will guide students in the processes involved and make sure deadlines are met. Visits to higher education establishments are encouraged so students are able to make informed choices. Students have access to Unifrog via Marlborough School with the most up-to-date resources and information regarding applications.

ATTENDANCE AND PUNCTUALITY

A COMMITMENT TO FULL TIME STUDY

Upon enrolling to study at Heathlands Sixth Form you are making the commitment to full time study. All students are required to attend Sixth Form Monday – Friday, 8.45am-12.15pm unless there are specific timetable agreements dependant on attendance, progress and travel. All students' attendance is recorded and monitored. In the context of our Sixth Form, attendance includes:

- All morning registration sessions (8.45am-9.00am) and assemblies dependant on the timetable.
- All timetabled lessons.
- All timetabled enrichment programmes.
- All assessment and examination periods.
- Other notified events and times.

There is significant research that links strong attendance with high academic output and preparedness for future destinations.

PUNCTUALITY

Punctuality is more than just 'turning up on time', it is a sign of respect as well as assisting in the development of organisational and independence skills. We expect students in the Sixth Form to recognise that excellent attendance is essential to maximise academic potential. Consistent and punctual attendance are qualities highly valued by employers and references often ask for comments regarding a student's attendance and punctuality record.

Punctuality is equally important to success. By not attending at the start of lessons, students will miss important parts of the curriculum and put themselves at a disadvantage. Punctuality is an important quality, which all students should cultivate as it is an essential component of being successful in the workplace environment.

WHAT HAPPENS IF I AM LATE TO LESSONS?

If you are more than 5 minutes late to a lesson without a reasonable reason or if you are regularly late to lessons or activities, your teacher will record this on Arbor. It is then your responsibility to ensure that you find out what you have missed from the lesson and get the work caught up on. Students are accountable and responsible for their learning. Being regularly late to lessons or activities should not impact other students in the class. Punctuality is monitored on a regular basis. Patterns and trends will result in students being spoken to about their punctuality which will result in a monitoring programme being used to help support students in improving their time keeping or to explore what support may be required to help improve punctuality.

ABSENCE REPORTING

We appreciate that at times, absence is unavoidable and also there are certain circumstances where you will need to be absent. All absences should be notified at the earliest possible time by email to the school office admin@heathlands.herts.sch.uk and to Marlborough School if you have a lesson there that day: G.Battams@marlborough.herts.sch.uk. All absences should be reported on the same day.

For planned absences such as appointments or interviews please email admin@heathlands.herts.sch.uk prior to the appointment. All absences will be recorded as unauthorised unless we have been notified of a valid reason. Authorised absences where possible need to be requested at least 48 hours in advance.

Absences that are not accepted and will be recorded as unauthorised:

- Holidays – holidays during term-time are unauthorised.
- Part- or full-time work which is not part of the student's programme of study.
- Leisure activities or pursuits.
- Birthdays or similar celebrations.
- Babysitting younger siblings or the care of family pets/animals.
- Driving Lessons and theory lessons.
- Tiredness due to social activities or impact of employment.



SARA HAS BEEN A HEATHLANDS STUDENT FOR 15 YEARS AND ALTHOUGH SHE'S GOING TO MISS HER TEACHERS SHE KNOWS SHE'S MADE FRIENDS FOR LIFE

Sara is in Year 13 and is studying A Level Biology, Chemistry and Psychology.

MOVING FROM HIGH SCHOOL TO 6TH FORM

"I did well at my GCSE science subjects and so they were an obvious choice for my A Levels. Psychology looked interesting and I wanted to give it a go. I enjoy my studies, it's hard, there's much more to learn but I'm enjoying it all. I would say Chemistry is my favourite subject. I'm interested in molecules and how things work, I find that fascinating."

LASTING MEMORIES

Sara started in nursery at Heathlands. She says, "I've been all the way through to the 6th Form. It's been a fabulous experience and I have so many wonderful memories of the teachers. Many of the teachers are deaf and I've been with them for fifteen years, it's hard to pick specific memories as it's all been great. We have a great sports day, we compete with other schools and I always enjoyed all the sports."

FRIENDS FOREVER

"I've made friends for life, we've grown up together and I know we'll stay in touch. We might not go to the same university but our paths may cross through work. Whatever happens I know we'll be friends for a long time."

SCHOOL AND HOBBIES

"I live near school, about a ten-minute drive from away. Outside of school I enjoy climbing."

APPLYING TO UNIVERSITY

"I am thinking about going to university. I'm not sure exactly what I'll study, possibly Biology or Chemistry and I think I'd like to go to a London university. Every Friday our Career's teacher talks to us about our Personal Statements and applying to university and that has helped me think about life after A Levels."

BABY-STEPS TO THE HEARING WORLD

Sara's 6th Form lessons are split between the campus at Heathlands and a neighbouring school called Marlborough. "I think being at Heathlands is a unique experience. It's like baby-steps into the hearing world. I've always been at a deaf school, I've never really experienced what the hearing world is like so Marlborough has given me an opportunity to explore learning in a hearing school. It's been a nice step which will lead on to going to university."

LEARNING IN A NEW PLACE

"I think the content of the subjects has been challenging and I wasn't expecting it to be as tough as it is. There's been a new community to settle into that have their own jokes and that's all been challenging but I'm getting used to that now. There has been a change at Marlborough. The first time we went in I think a lot of the kids were wondering how they were going to communicate with deaf students. But now they use gesture and pen and paper or we use the CSW."

NEVER FEEL ISOLATED

"At Heathlands it feels like a family. When you walk in you feel safe. It's a big building and very welcoming. I'll miss the teachers. I'll miss the banter, we have strong relationships and I'll miss them all very much. I'd recommend Heathlands, it's the best school. I think Heathlands provides so much support and a child would never feel isolated, there's help and support for parents too. All the lessons are taught in BSL, they're fully accessible in our language – what more could you want!"

DRESS CODE, PARKING AND DIGITAL DEVICES

DRESS CODE

We believe in giving young people in our Sixth Form the opportunity for expression. We are also located within a school environment though, and need to ensure that clothing and/or personal appearance is appropriate and will not cause offence.

Students are required to dress in a manner that is absent from political or other contentious slogans. If clothing has wording or pictures on it, this should not be offensive. Within this context, please note the following:

- Clothing should not be excessively transparent, thus lacking in modesty.
- Shorts/ skirts/ dresses should be no shorter than 10cm above the knee (or no shorter than your own fingertips held by your sides.)
- There should be an unbroken line of clothing from shoulder to mid thigh.
- Footwear should be secure and not pose a health and safety risk.
- Casual t-shirts or t-shirts with slogans should not be worn.
- Student identity badges and lanyards **MUST** be worn at all times in line with our safeguarding policy.
- Jewellery should be appropriate and not excessive, in line with health and safety guidance.
- Piercings should be appropriate for the school environment, and these should not be excessive.
- Tattoos and other body art should be appropriate. Students are reminded that it is against the law to tattoo a person who is under the age of 18.

STUDENT PARKING

Sixth Form students who wish to drive to school will need to park cars off site as parking is limited on site. Students are prohibited from eating, smoking, sitting in or loitering around the cars parked during school hours. Whilst using your vehicle to travel to and from school you will use the following code of conduct:

- I will ensure that my vehicle is insured, taxed, has a valid MOT (if applicable), and is roadworthy and I will present evidence of this when requested.
- I will respect the provisions of the Highway Code at all times, as well as legal and other provisions affecting drivers and passengers.

MOBILE PHONES AND DIGITAL DEVICES

We appreciate that young people will want to use their mobile phones whilst at Sixth Form. Students should consider how they use their mobile phone so that they do not disturb others. We enforce the following expectations of mobile phone use.

- Sixth Form students can use their mobile phones whilst in the Sixth Form area only and outside of the school grounds.
- Sixth Form students are not permitted to use their mobile phones in the main school building, including the library and dining room nor in the school grounds.
- Mobile phones must not be used during lessons unless authorised and directed by staff for the purpose of a learning activity.

Sixth Form students who use their phone elsewhere in the school will have it confiscated. It can be collected from the office at the end of the day.



Heathlands School Sixth Form

Heathlands School Sixth Form, Heathlands Drive, St Albans, Herts, AL3 5AY

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FACETIME: IS AVAILABLE. PLEASE TEXT OR EMAIL THE SCHOOL TO ARRANGE A SUITABLE TIME.