



Information for Year 12 students starting September 2022

WHSG Vision and Purpose

'Heirs of the past. Makers of the future'

To provide an outstanding education that aims to develop courageous, curious, compassionate and creative individuals who possess first class qualifications, a strong sense of integrity, responsibility, and self-belief, the resilience to take risks and the skills to lead others in shaping the future.

In order to achieve this, our school aims are:

- To challenge and inspire students to have the highest aspirations and be committed to making the very best of their abilities, ensuring that they are supported to do so through highly effective individual care, guidance and encouragement
- To encourage students to be deep thinkers, knowledgeable scholars and articulate communicators who are intellectually curious and have a passion for learning
- To provide high quality teaching and learning that enables students to attain the highest levels of academic achievement and be successful at the best universities
- To build within our students a strong sense of self-belief, dignity, service and social responsibility, equipping them with the ability to lead others and to have the desire to change society for the better
- To be committed to the continuous development of our staff expertise and the promotion of their wellbeing
- To provide a wide range of opportunities, including enrichment and co-curricular opportunities, for students to nurture and develop their talents and creativity as well as further their social, moral, spiritual and cultural understanding
- To use the motivational power of praise and celebration balanced with good order and self-discipline to build positive relationships
- To be an innovative and forward looking school that combines the best of the new with the best traditions of British education

Our core values are curiosity, courage and compassion

Our Values and Aspirations for Wallington students

Our Values					
<p>Curiosity</p> <p>We are eager to learn more and value learning for its own sake</p>	<p>Courage</p> <p>We are not afraid to do what is right or good or to take risks and grasp new opportunities</p>			<p>Compassion</p> <p>We care about and want to improve the wellbeing of the world and others.</p>	
<p>Integrity</p> <p>We are honest and always do what we believe is right or good</p>	<p>Our Learners</p>				<p>Self-Belief</p> <p>We are confident that we have the ability and potential to achieve excellence</p>
	<p>Articulate Communicators</p>				
	<p>Astute</p> <p>Can alter their use of language to best suit the occasion/context.</p>	<p>Persuasive</p> <p>Can use language to convince others to share their ideas/opinion.</p>	<p>Expressive</p> <p>Can use language to convey their thoughts and feelings.</p>		
<p>Fellowship</p> <p>We understand that the interests of others are as important as our own and are committed to being a supportive member of our community</p>	<p>Deep Thinkers</p>				<p>Respect</p> <p>We have due regard for the feelings, wishes and rights of others.</p>
	<p>Critical</p> <p>Have questioning minds that are adept at evaluating ideas, beliefs and actions.</p>	<p>Analytical</p> <p>Have rigorous minds that are adept at reasoning with great care and attention to detail.</p>	<p>Reflective</p> <p>Have thoughtful minds that are adept at self-examination.</p>	<p>Creative</p> <p>Have playful minds that are adept at generating valuable new ideas.</p>	
	<p>Knowledgeable Scholars</p>				
<p>Resilience</p> <p>We do not give up and adjust easily to change</p>	<p>Know That</p> <p>Know the essential facts/information to succeed in a particular domain or task.</p>	<p>Know How</p> <p>Can deploy the essential methods/techniques to succeed in a particular domain or task.</p>	<p>Know Of</p> <p>Have had experiences that will allow them to grow and develop as well-rounded citizens of the world.</p>	<p>Conscientiousness</p> <p>We work hard and contribute our very best.</p>	

Timing of the School Day

Please note that the school operates a two-week timetable.

From 7.50	Students may enter the school and can go to the Canteen or to Form Rooms. Food is available in the Canteen from 7.50am.
8.20	Full-time Staff in school
8.25	Registration
8.30	Assembly or Tutor time
8.45	Lesson 1
9.45	Lesson 2
10.45	MORNING BREAK
11.05	Lesson 3
12.05	Lesson 4
13.05	LUNCH
13.50	Lesson 5
14.50	End of School Day
14.50 - 15.50	Supervised extra-curricular activities may be available. Library and study area is open for private study until 5:30pm Monday – Friday. For Health and Safety reasons, students must leave the school premises at 14.50 unless involved in one of the above.

First Day of Term – Tuesday 6 September 2022

09.00	All newcomers to WHSG arrive in school – Welcome in Main Hall
10.00	All other students arrive in school and will be directed to their tutor room.
10.45	Break
11.05	Study Habits Talk
12.05	Tutor Time
13:05	Lunch
13:50	Electives
14.50	End of school



Wallington High School for Girls

SIXTH FORM AGREEMENT

At Wallington, we strive to provide the following:

- A healthy, safe and supportive environment to work in.
- Teaching of academic subjects to high standards, punctual start of lessons, access to facilities and resources for study and the encouragement to acquire sound study skills.
- Regular monitoring and guidance of progress.
- Efficient setting, marking and returning of work that has met any deadline set.
- Pastoral support, information, advice and guidance at all times and opportunities to voice any concerns you may have (initially this should be to your form tutor).
- Opportunities to take roles of responsibility within the Sixth Form and the school as a whole
- Educational enrichment through carefully planned events, community service, work experience, field trips and so on
- Notification of work to be completed in case of staff absence.
- A comprehensive programme for life beyond school, which includes university application and careers education.
- Home study afternoons subject to satisfactory progress and attendance being maintained

Wallington High School for Girls' Expectations of Sixth Form Students:

1. To take responsibility for personal studies by meeting all work deadlines, preparing thoroughly for assessments, managing and using study and guided learning time effectively and to make every effort to work to your full potential.
2. To attend all lessons, registrations, supervised study periods and enrichment activities and to obtain prior permission from staff before any foreseen absence.
3. To be punctual at all times (*if students are late they are expected to follow the correct school procedures for registering*).
4. To explain any absence with a note from parents/carers.
5. To be polite and respectful to all members of the school, both staff and students, at all times.
6. To show appropriate self-discipline and consideration for others and to set a good example for others to follow as Senior Members of the school.

7. To act as good ambassadors for the school at all times and to represent the school when required.
8. To comply with the Sixth Form Dress Code.
9. To be onsite at all times during the school day unless at lunchtime or on afternoon home study period (*students must sign out if leaving before 2.50 pm*).
10. To take responsibility for the common room, silent study area and other spaces used exclusively by Sixth Formers.
11. To undertake no more than 8 hours per week paid employment during term time.
12. To comply with the School Code of Conduct

Sixth Form students are required to meet the above expectations. Any member of the Sixth Form who **persistently** or **significantly** fails to meet these expectations will be placed onto an appropriate stage of the Sixth Form Disciplinary System:

Stage 1: Verbal Warning, issued by the Head of Year or Director of Sixth Form

Stage 2: Written warning, issued by the Director of Sixth Form

Stage 3: Final written warning - meeting with parents/carers and the setting of targets

Stage 4: Withdrawal of Sixth Form place

Please note that depending on the severity of the breach of expectations, intermediate stages may be passed over.

Sixth Form Dress Code

All students at Wallington Girls are expected to exemplify the highest standards. The way we present ourselves each day sets the tone of a working environment and is a sign of our intention to work hard and be the best we can be. As role models and leaders of our school community, all sixth form students are expected to dress and act in a smart and confident manner, which promote the same standards and expectations as the lower school. The dress code below has been drawn up to allow students to dress in clothes which they find comfortable and which show their individuality, in keeping with the above principles.

Dress code

- A tailored jacket or blazer, plain in design, must be worn at all times
- A smart skirt (no more than 2 inches above the knee), business like dress or tailored, smart trousers, all of which must be plain in design. Where trousers are worn, these should be at least ankle-length and not skinny fit. Denim or leggings are not permitted.
- A smart blouse or top. These should be free from logo or slogan, and cover the shoulders and midriff completely.
- If a jumper is worn, this must be smart, fine-knit, plain and worn under the blazer.
- Shoes must be smart and of a dark colour, closed in (both toe and heel) and appropriate for school. Lace-up boots are not appropriate for school (this includes Dr Martens boots)
- If worn, tights should be dark or natural coloured and plain in pattern.
- Hair should be of a natural colour and make up and jewellery should be appropriate for school. Note that facial piercings are not permitted. Up to two small piercings in each ear are permitted.
- Lanyards must be worn at all times and should be school-issued only.
- Coats should be in lockers during the school day and must not be made from leather or denim.
- Where an item of religious clothing is worn, this should be plain in design, and in the case of an abaya should still be worn under a tailored jacket or blazer.

The final decision as to the appropriateness of a student's appearance rests with the Head of Year and then the Director of Sixth Form.

Year 12 Elective Programme

In addition to your lessons, all Year 12 students will be able to choose from a selection of electives, which you will follow for an hour per week for the Autumn and Spring terms. The elective programme has been designed to boost your confidence, develop your communication skills and build up your cultural capital, all useful skills for life beyond school. This year we have a fantastic range of elective options which will enrich and enhance your Sixth Form experience. On your first day in September, we will ask you to rank the options in order of preference and will aim to accommodate your preferences where possible. The electives on offer are:

Classics: Just a Myth or More

A world struggling with inequalities: gender, religious, cultural, social, political, economic A comedy of errors where political leaders don't represent the will of the people, what they say and what they do differ. Famine, plague, war, tyranny. Searching for a voice and a future; who am I & how do I fit in? Bound by circumstances, or free to fly? Back-stabbing, treachery, hypocrisy, adultery, xenophobia, sex, monsters, ambition and bad dreams. Now, let's talk about Classics as well, from Homer & Oedipus to Roman women & vases.

Criminology:

Are you interested in Crime? Are you interested in why people commit crime or how the criminal justice system works? Do you think certain types of people are over-represented in official crime statistics? Are you interested in going on to study Law, Criminology, Sociology or Psychology at university? If yes, then Criminology is for you!

Criminology is the scientific study of crime and as part of this elective you will develop your cultural awareness by understanding how the definitions of crime and deviance are dependent on time and culture, you will develop an understanding of how the criminal justice system works and have a chance to develop your communication skills by taking part in a mock trial. Alongside this you will develop your confidence in expressing opinions by comparing different theories of crime and debating a range of explanations as to why people commit crime.

Extended Project Qualification (EPQ)

Highly valued by universities, the EPQ gives you the opportunity to research and produce a project entirely of your own choosing. With the support of a supervisor, you will produce either a dissertation or artefact*. Securing a place on this prestigious elective requires demonstrating commitment: you must complete an application form and participate in an online summer course (totaling 8 hours)

The university view:

"We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education" (Cambridge)

"The EPQ is a definite strength in an application. It can create the heartland of a personal statement and give it depth and substance." (York)

"Certain courses at the university will count 'A' grades achieved in the extended project towards their entry criteria" (Southampton)

"The skills that students develop through the Extended Project are excellent preparation for university-level study." (Manchester)

*Artefacts take many forms: from scientific investigations to architectural designs, and performance art.

To take the EPQ you will need to complete an online course in the summer and submit a separate application form – Details can be found in a letter at the end of this booklet.

Level 3 Certificate in Food Science

(Students need to have studied GCSE Food Preparation and Nutrition in order to progress onto this course)

An understanding of food science and nutrition is relevant to many industries and job roles; Nutritionists in hospitals, Sports Coaches and Food Manufacturers. Many employment opportunities within the field of science and nutrition are available to graduates. This is an Applied general qualification. This means it is designed primarily to support learners progressing to university.

Learners complete one unit. This mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through ongoing practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. It has been designed to offer exciting, interesting experiences that focus on applied learning, i.e. though the acquisition of knowledge and understanding in purposeful, work related contexts, linked to the food production industry. This applied purpose acts as a focus for the learning unit. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- Skills required for independent learning and development
- Skills to ensure their own dietary health and wellbeing
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The ability to apply mathematical and ICT skills

Inspiring Engineers Scheme

The Inspiring Engineers Scheme has been running very successfully for a few years now. It has been very popular for students who are considering a career in engineering or who just want to apply their theoretical knowledge from Maths, Physics or Geography in a realistic engineering project. Over the course you will be working in small groups with a mentor from Mott MacDonald. You will gain experience in research, team working, presentation and communication skills and you will be using the D&T workshop to make your prototype. Your team will present all their work, to a panel of engineers at the Mott MacDonald head office in Croydon at a celebration event. An added bonus is the fact that your work from this course will be submitted for a Gold Crest Award.

Knowing Europe

This project will allow you to open yourself to the world by playing the role of **tour operator** and discover the different countries of Europe, the geographical space in which we live through its history and art in order to encourage others to visit these wonderful places. The discovery of European countries will also allow you to develop a European identity, values and a common culture. By carrying out this project you will have a

sense of belonging to a community beyond national borders. While enriching your language skills, you will know and understand the history we share with our neighbours, you will discover the diversity and richness of the peoples of Europe. This will open your curiosity and help to strengthen tolerance and understanding among other Europeans.

If you are ready to broaden your horizons and get to know Europe, all its diversity and at the same time enrich your language skills, then do not hesitate for a second. At the end of this project you will have the opportunity to create a blog and share your ideas with young people like you.

Public Speaking

“Knowing yourself is the beginning of all wisdom.” Aristotle.

What do you really think about the world as it stands now? Do the ideas being expressed in the Media make your blood boil? Do you know who inspires you and how to change the world? The ability to communicate well with others is one of the most powerful tools we can own, both at work and in our everyday lives.

This elective will focus on Public Speaking, both studying the speeches of others and considering how to develop skills for use as a Public Speaker in the workplace and the wider world.

There will be a mixture of:

- practical workshops - vocal delivery (voice projection and diction; the use of gesture and body language)
- lectures (studies of current political and social affairs, and how public speakers are presenting their ideas and opinions to the world,
- formal political debates (prepared and chaired by participants) discussing issues you feel are important to your world.

The course is mainly practical and participants should be happy to offer ideas and opinions to others, work both as part of a group and independently, and learn how to become a public speaker through practice.

If you love to express yourself, or you would like to become more assertive, this Elective might be of great benefit to you.

School Magazine

It's one thing to write lovely stories and articles and stories for school, it's a quite another to be able to shape them into an impressive publication. Working on the School Magazine's editorial team will hone powerful skills for your future, whether that's a media-related career or you as university scholars: being part of a co-ordinated team; creating and fulfilling long-term plans; managing deadlines; hitting budgets; skilfully writing to order, subbing to fill gaps, and pruning and polishing others' prose; designing the look and feel of a publication, from fonts to front covers – all great for applications, even better for your skills as a writer and scholar. Take part in the creation of a publication that will bring prestige to the school and so to you.

Sports Leaders

Develop confident, healthy leaders through sport and physical activity.

By choosing this elective you will not only gain a qualification in Sports Leadership, but you will also learn and demonstrate important life skills such as effective communication and organisation. These skills are developed whilst learning to lead basic physical activities to younger people, your peers, older generations and within the community. The course involves both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

The Level 2 Qualification in Community Sports Leadership (CSL2) is a formal qualification, recognised in personal statements. It teaches you how to adapt your sessions depending on your audience e.g. Primary children or Disability groups both within and outside the school Community.

“The Empire Writes Back”

In this elective we will look at the impact of Empire on literature and the range of writing that was produced in a “post-colonial” and “postcolonial” era. We will explore the common strands and experiences of those who were affected by colonialization and the way in which their writing has provided a critique of Eurocentric notions of language and literature. We will read and discuss works by Sam Selvon, VS Naipaul, Chinua Achebe, Salman Rushdie, Kamila Shamsee, Rohinton Mistry and others.

The elective will give you the opportunity to explore your own understanding of how literature is a powerful tool in constructing and deconstructing world views.

Topics and Debates in Medical Health and Social Care Services.

Health and social care encompasses the many services offered by related providers in both the public (NHS) and private sector. Are you interested in learning how to improve patients well-being through building positive relationships, team work, analysing theories and legislations? Then this elective is right for you! This can make for an *interesting learning experience and build confidence through discussions, independent research, presentations and being creative*. You'll learn all about how individuals in the health sector are impacted by issues such as poor communication, poverty, inequality, stereotypes, gender as well as important aspects like human rights, the law and contemporary issues in social policy. You will have the ability to extend your learning to healthcare and/or legal settings to carry out a project-based activity that will showcase the skills you will develop throughout the course with an opportunity to extend your character building and cultural -social capital.

Dear Students

Thank you for your interest in the EPQ. Below are some details about what the EPQ is and how to apply for it.

This qualification will be studied as your elective and you will have 1 timetabled lesson a week for the Autumn and Easter term of year 12. There is an expectation that on top of this, the project will take you a minimum of a 100 hours to complete, so please think very hard about whether you want to take on this commitment on top of your A Levels.

What is the EPQ?

It is a Level 3, AQA qualification, consisting of taught lessons (around 5 hours) and a minimum of 100 hours independent work to produce the final submission. All candidates must complete for submission the following;

- A 5000 word essay **or** an artefact with a 2000 essay.
- A production log detailing how the project was completed from start to finish and your reflections during the process.
- A 15 minute presentation to audience of students and staff.

This is a very independent project. You can choose whichever topic you like (as long as it doesn't overlap with your A Levels) and as long as you meet the various deadlines set then how you complete it is up to you. Throughout the process you will have a supervisor who will advise you how your project is going but should not expect the level of direct instruction that you may receive in other subjects. If you miss deadlines, do not take on advice or leave it all to the end this will be reflected heavily in your final mark.

Why do an EPQ?

The EPQ is an excellent project to bridge the gap between A Levels and future study. Study at university is much more independent and completing an EPQ is good practice for extended pieces of work, like dissertations that you may do in the future. It gives you excellent planning, researching and reflection skills and most importantly allows you to study in depth something that really interests you.

How do I apply?

Every year we have more people wanting to do the EPQ than we have spaces. Undertaking this project is a lot of hard work and we are only looking to recruit students that are serious about tackling this qualification. Therefore, to apply please do the following;

- Complete the MS form link here (This will be emailed to all students)
<https://forms.office.com/Pages/ResponsePage.aspx?id=FqwLD5l-3E6GjRHbRevYXJP2P77dHtBGtmf4nN3zAGtURFE1UkRXQVRFUE1aSUdTSIINR1VZUExURS4u> Fill this form in with as much detail as possible. We are not expecting you to know exactly what you want to do but a rough idea of topic areas is useful.
- Complete the future learn course (the link is on the MS form). This course gives you a great idea of what it takes to produce an EPQ and priority will be given to those students who have completed this course.

If you have any questions then more information can be found [here](#) and also on FROG. Feel free to contact me for any queries that you may have but in the spirit of the EPQ, I will have expected you to try and find the answer yourself first!

Regards

Mr Parkinson