



BILBOROUGH
SIXTH FORM COLLEGE

Support for Students



A Guide for
Year 12 Parents
and Carers
2020-2021

www.bilborough.ac.uk

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SIXTH FORM COLLEGE

CONTENTS

Welcome from the Principal	Page 2
Student Support Team Contact Details	Page 3
Personal Tutors Contact Details	Page 4 - 5
How to Contact College	Page 6 – 8
The Tutoring System	Page 9 – 11
The Curriculum	Page 12 – 17
Supporting Learning	Page 18 - 22
Working with Parents and Carers	Page 23 - 24
Other Support for Students	Page 25 – 26
Exams	Page 27 - 28
Careers and Progression	Page 29
Student Behaviour	Page 30 – 32
Safeguarding	Page 33 - 35
Equality and Diversity	Page 36
General Information	Page 37 – 38
Transport and Parking Information	Page 39
Student Agreement	Page 40 - 41
College Timetable	Page 42
College Calendar	Page 43

Bilborough College

Dear Parent or Carer

I'm delighted that you and your child are giving us the opportunity to help them take the next important career step. The team here at Bilborough Sixth Form College takes very seriously our responsibility to provide an environment where students are challenged to release their full potential and create their own exciting and rewarding futures.

We know that the formula for success, whether students are on an A Level course, a BTEC Extended Diploma programme or a mixed programme, involves application, hard work and a positive mindset. We will do our utmost to provide the right blend of support and challenge to meet each individual's needs and give them the best chance of making this happen.

We place great value on developing an active partnership with parents and carers from the start and so communication is vital. In this Guide you will find important information about some of the arrangements we have made to support good communication with you. We hope it will serve as a useful point of reference over the next two years.

Moving from the familiar environment of school to another larger institution with different expectations and ways of working for students can present a challenge. Students need and deserve help in getting to know new people and discovering where to find support, in becoming familiar with new ways of studying and coming to terms with a greater emphasis on independent work. Even with the challenges of Covid-19, we will do all we can to make sure the transition is as easy as possible.

Personal Tutors provide support for students as well as covering any individual questions or problems that might be raised. Please feel free to get in touch yourself via email or phone at any time; it's what we are here for.

I look forward to working with you over the next 2 years.

With best wishes

David Shaw
Principal

Student Support Team



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Welcome to Bilborough College

We hope that your son or daughter is beginning to settle down to life at College and that they are enjoying the challenge of studying at this level. The transition from school to college, and from GCSE to A Level / BTEC is not an easy one and we want to do all we can to support your son or daughter in this process.

At Bilborough College we value each student as an individual and our aim is to help each one achieve their full academic potential through high quality teaching and student support. We hope that you find the information in this guide useful in supporting your son or daughter as they embark on their studies.

How to contact the College

The address, telephone number and web address of the College are given on the front of this booklet. College reception is open from 7.45am to 4.45pm during term time. There is an answer phone for telephone messages received outside these hours. The email addresses of individual staff at the college follow the format of **first name.surname@bilborough.ac.uk** or you may email **enquiries@bilborough.ac.uk** and the email will forward to the appropriate member of staff.

Parent / Carer Advantage

Parent Advantage allows you to access secure information online including progress reports, attendance data etc about your son or daughter. We also use Parent Advantage to keep you informed of all the "Bilborough Extra" events going on in college so that you can encourage your son/daughter to make good use of the opportunities. In addition, students are advised to download the Bilborough Xtra App. In order to 'sign up' to Parent Advantage we need your email contact details. If you do not think we have these then please email the personal tutor and ask them to ensure we have your details recorded on our system.

Attendance and Reporting Student Absence

Good attendance is vital for success at this level. We know that whatever grades students achieve at GCSE, they are capable of achieving high grades at college. One major factor that affects achievement is attendance and we expect students to aim for at least

95% attendance. Regardless of the reasons for absence, national data tells us that students with attendance less than 85% achieve on average one grade lower in each subject than students with higher attendance. However, we appreciate that there may be times when students are unavoidably absent through illness. If this is the case, please notify us by using the "absence" button on either Parent or in the case of students, Student Advantage. This system allows you to select parts of a day or a full day. Once we have been notified we will update the registers with the appropriate marks. If we are notified of absence via Parent or Student Advantage, then a response email will be generated acknowledging receipt of the notification. If you are unable to notify us by Student/Parent Advantage you can either phone college reception on (0115 8515000) or email absence@bilborough.ac.uk. However, our preference is that we are notified through Student/Parent Advantage. This is really important to help us manage student absences and chase up any that are not authorised. Persistent poor attendance may well lead to students being charged or withdrawn from external exams.

Please note we will not authorise holidays in term time and we will require GP notes to cover sickness beyond 7 days. Frequent short term absences will require a meeting with the tutor and parents.

COVID-19 absences If you have symptoms of COVID or have been in contact with someone who has tested positive please contact the Covid19 absence line on 0115 851 5829, or email Covid19absence@bilborough.ac.uk, someone will go through the necessary safety checks and advice will be given for your return.

How to make arrangements to get tested for Covid19. You can do this by visiting <https://www.gov.uk/get-coronavirus-test> and booking an appointment, requesting a test online or by calling 119.

Please notify the COVID absence line as soon as you get a test result. If you test positive, it is essential that we take swift action to protect transmission against the College community. Please be assured that the name of any staff member or student who has tested positively will remain confidential.

Contacting Personal Tutors

The Personal Tutor should always be the first point of contact if you have any concerns regarding your son or daughter's progress. The email addresses of the Personal Tutors can be found on pages 4 and 5. If you are unable to contact staff by email please telephone the College.

A message will be passed on for the tutor to phone you back when they are available.

The College Website

The College website contains useful information about the College. Parent Advantage can be accessed via the website and includes copies of any generic correspondence sent home, as well as newsletters, invitations to Progress Review evenings etc. The website will also be used to communicate extraordinary events such as College closures due to extreme weather conditions. You can also follow us on Twitter and Facebook for the most up to date information.

The Tutoring System

Personal Tutors

The Personal Tutor should always be the first point of contact if you or your son or daughter has any concerns or you need to contact somebody at the College. There is a photo gallery at the beginning of this booklet with contact details. You can email the Personal Tutor at any time and they will either email or phone you back. If the Personal Tutor is unavailable, you can always contact the Lead Tutor or Director of Student Services. The Lead Tutor deals with any persistent issues relating to attendance, commitment, etc.

How to decipher the tutor group code e.g. 12CW e3

12	CW	e3
Year 12	tutor = Caroline Waterhouse	Block E3 on timetable is the time of the tutor group session.

How do Personal Tutors support their tutees?

All students have a lesson allocated on their timetables for tutoring but during COVID 19, these sessions will be held remotely at a time convenient to the student. This will be used to deliver vital information and a tutorial programme tailored to support students' learning and progression.

Tutor Group Sessions

Students complete the remote tutor group sessions, these are registered and can impact on attendance if the tasks are not completed. These remote sessions cover a wide range of activities, ranging from supporting the transition from Year 11, study skills, safeguarding and prevent agenda, personal safety, sexual health sessions, tax and legal responsibilities through to careers education and advice. Essential paperwork and notices are communicated during these sessions.

The Tutoring System

Formal 1:1 Reviews

We strongly believe that the 1:1 support we provide to students is vital to their success at College. All students will have at least one formal review with their personal tutor on a termly basis. This time will be spent monitoring personal and academic progress, setting targets and discussing progression plans. Students are expected to plan in advance for these sessions and to record agreed targets afterwards as appropriate.

Supporting Students

Tutor time is to continue remotely, there are tasks to complete on a weekly basis. However, we strongly encourage all students to seek out their tutor (either in person, or by email) at any point if they have any issues or concerns. The tutor is very much the professional / critical friend who will support and walk alongside students in the two years they are here with us.

Parent / Carer Evenings and End of Year Report

In February and March you will be invited to attend either a remote or actual **subject progress review evening**.

In July you will receive an **in-depth progress report** which becomes the basis of the college reference for the student.

Student Monitoring System / Cause for Concern

All students sign a copy of the Student Agreement at enrolment (see page 40); if students do not keep to the agreement then measures will be put in to place to support them to get back on track. Initially any issues will be dealt with by the relevant subject teacher or tutor. Ongoing concerns will lead to students being dealt with in line with the student intervention process.

Intervention Process

Occasionally, staff raise concerns with regards to students' attendance, commitment and attitude, failing to meet deadlines, etc. The aim of the intervention process is to work with the student to help them to get back on track.

At each stage of the process, the student will be asked to discuss the situation with a member of staff, parents/carers are informed, actions are logged on the college system and a review date is given.

Intervention Level 1 – Tutor/Teacher

Intervention Level 2 – Lead Tutor/Course Leader/Head of Faculty

Intervention Level 3 – Senior Leadership (meeting with student and parent/carer)

Intervention Level 4 – Withdrawal/Appeal to panel consisting of the Principal, with representatives of the Senior Leadership Team/Pastoral and/or Curriculum Team.

If a student fails to respond positively, or they have not been able to maintain their studies due to a decline in health, despite reasonable adjustments, then we will do all we can to help them find an alternative to continuing at college.

All students at Bilborough College are full-time students and as such will be timetabled for a minimum of 15 hours per week, this will include physical lessons in college and lessons working from home. The remaining time is dedicated to independent study. The following sections aim to explain the structure of our range of qualifications.

A Levels

Students will have enrolled on three A level subjects, or will be on a mixed programme of A Levels and other Level 3 qualifications such as BTEC diplomas. Students have the opportunity of adding one of our extended studies options to their programme of study either in year 1 or year 2. Currently these options include; Maths Studies (level 3 maths qualification), Extended Project Qualification (equivalent $\frac{1}{2}$ A level), Trinity Guildhall or the Gold Arts Award, GCSE Spanish, National Citizenship Service, Duke of Edinburgh Gold Award Scheme, Young Enterprise or Work Experience.

All A levels specifications are fully 'reformed' and are 2 year courses. Students will sit the examinations in the summer of 2022.

Throughout the 2 years there will be regular 'formal assessments' taking place and all students will sit 'end of year' assessments in the summer of 2021. The results from these assessments, along with attendance and attitudes to learning, will inform their projected grades given in references for university applications and for potential employers.

Success in the summer end of year 1 examinations is a good indicator of the ability to prepare for the assessments at the end of the 2 year A Level.

Applied General Courses (mainly BTEC)

If your son/daughter is not taking a programme of pure A Level courses, they will be studying a mixture of A Levels and vocational courses, such as BTECs, or a full-time BTEC Extended Diploma course. Their programme will be the same size, value and duration as 3 A Levels. Assessments are graded at Pass, Merit or Distinction by the teacher rather than A*-E as in A Level subjects (the one exception is Criminology, with grades A*-E).

Extended Diplomas are available in: Business, Performing Arts, Sport, and Applied Science

1 A Level size Diplomas and extended certificates are available in: Business, Performing Arts, Sport, Applied Science, Creative Digital Media, Digital Music Production, ICT and Criminology.

Applied General courses now all consist of externally set and marked exams and/or set tasks, as well as internally assessed coursework which is moderated by the exam boards. Exam boards have strict rules regarding meeting deadlines and working independently of other students. This is both challenging and rigorous and can take some getting used to, compared with other qualifications. All the assignments and exams must be passed to complete the qualification. The final grade for a BTEC course depends on the points scored by individual units and the number of Pass, Merit and Distinctions across 2 years. With sufficient Distinctions, it is possible to gain a Distinction* (many students do!).

Expected Grades and Achievement

There is a wealth of information about how students are likely to perform in A Level and BTEC qualifications, and the best predictors are GCSE results and attendance data. We use national GCSE data to show students the grades that they are likely to achieve on average based on their GCSE scores, and we encourage them to set their own target grade to work towards, which should be aspirational i.e. well above average. In most BTEC courses, students should be aiming for at least a Distinction. The expected grade and personal target grade are used to help students review their progress and to aim high.

This system is used by many schools and colleges and has been proven to be a reliable and effective way of providing initial targets for students. Average GCSE scores are calculated dividing the total GCSE score for a student by the total number of full GCSEs undertaken. This is

then used to produce an Expected Grade for the student. Every subject has the same Expected Grade.

Expected grades are not intended to limit a student's potential and we encourage students to set their own targets. Most students with high aspirations go on to exceed their expected grade.

The Curriculum

Success on a 2-year linear programme

Now that all our courses are assessed over two years, it is more important than ever that students know how to get the best results at the end. It is natural to focus on efforts on thinking about exams at the end of the course, but we know that the key to success is to engage in learning from the start. Our job is to help students to develop effective learning habits and build their working knowledge of each subject for two years.

We fully expect students to attend and actively participate in all lessons, put effort into homework tasks, work effectively with others as part of a team, build their subject knowledge, develop successful revision strategies, as well as develop all those skills that are specific to each subject or will improve their employability skills. E.g. problem solving, technical skills, essay writing and evaluation.

When we review student progress, we take into account all work they have done and their attitude to learning.

Progression from Year 1 to Year 2

Students are on a 2-year linear programme so the assumption is that they remain at college for the duration of their course. However:

- Students must prove themselves to be serious and committed, which is demonstrated through excellent attendance at lessons, completion of homework and coursework to given deadlines, good results in formal assessments and demonstrate a commitment to succeed.
- BTEC students need to have successfully completed all Year 1 assignments.

The Curriculum

Bilborough Extra

The College offers a wide range of activities for students outside of lessons. Enrichment activities range from sporting activities, writing for the College magazine and taking part in theatre / music productions to juggling. We strongly recommend students make the most of what is on offer. There are also visiting speakers, work experience opportunities and subject workshops. During the period of blended learning, a programme of enrichment is being developed, allowing for online and face to face enrichment activities and will be revised should COVID-19 permit. Please download the Bilborough Xtra app for details and updates.

We expect all students to engage in the Bilborough Extra Programme and encourage students to participate for at least 1 hour per week. Students will log their activities on Unifrog each term and these details will strongly support progression to employment and/or university.

The Transition from GCSEs to Level 3 Programmes of Study

The **VESPA Transition Programme** is a College-wide initiative to ease the sometimes tricky transition from GCSE to A Levels/BTECs and to empower students to learn and achieve. At college, students need to work more independently and take greater ownership of their learning. They need to realise that success at this level means engaging with the learning process, both inside and outside of the classroom. They are encouraged to make good use of their non-contact time and prepare in advance for lessons and follow up work covered in lessons.

Personal tutors will be helping students in this transition time to develop the skills and mindset needed to succeed at this level. Using the VESPA model: -

Vision	➔	<p>Do you know what you want to achieve?</p> <p>Why are you studying A Levels?</p> <p>What grades do you want to achieve in your A Levels?</p> <p>What career are you interested in?</p>
Effort	➔	<p>How many hours of independent study do you do?</p> <p>How do you compare to the most committed students in your year group?</p>
Systems	➔	<p>How do you organise your learning and your time?</p> <p>Do you have any study or time management methods or techniques to draw on?</p>
Practice	➔	<p>How do you practice to improve your study skills?</p> <p>How do you practice to improve your time management?</p>
Attitude	➔	<p>How do you respond to setbacks?</p> <p>How do you respond to constructive criticism?</p> <p>How do you overcome setbacks or adapt your plans?</p>

Supporting Learning

Assessment of Learning and Progress

Homework is set on a regular basis so that students are consolidating their learning, researching topics or testing their knowledge and skills. This work is crucial in helping students recognise the standard of their work and for teaching staff to direct students as to how to improve. It is expected that your son or daughter will complete the assignments on time and to the best of their ability. We know that students who put effort into their homework gain better exam grades than those who do not.

Subject teachers track homework progress very carefully and systematically follow up non-completion. All students are expected to update their own subject homework record on a weekly basis.

Continued failure to do homework may result in a student being required to pay for their own exam entries.

We are serious about homework and expect students to be serious too. We trust you will support us in reinforcing this policy.

What counts as homework?

- Formal written assessed tasks e.g. answering questions, essays, past papers.
- Preparatory work for forthcoming lessons.
- Review of work already covered.

College Coursework Policy

Coursework is an integral part of formal assessment for many courses. All coursework must be handed in by the pre-arranged College deadlines and these are **non-negotiable**. If students are ill on the deadline date they need to inform the College immediately and obtain a doctor's letter. We accept that there are very exceptional circumstances that justify an extension to the deadline date.

Students should seek advice from subject staff should they wish for an application for an extension to be considered. This extension needs to be applied for at least 10 days in advance and should be supported by parents. (Draft Coursework dates can be found on the College website).

BTEC Course Policies

As these courses consist largely of assignments graded by teachers, the exam board sets out rules to ensure that assignments are taken seriously by teaching centres and students. Work is assessed against criteria and this leads to a Pass, Merit or Distinction for each piece of work. Each student receives a course handbook to explain the rules and we would advise you to read this to help support your child. The key points to take note of are:

- Students take part in lessons to prepare them for completing an assignment successfully and understand the criteria. Each assignment has a deadline and students are allowed one submission. If students have met the deadline and it is judged that they can improve without further guidance, they may be allowed one re-submission. They then have another deadline to meet to improve their work. Once they submit this work, they cannot have any further attempts.
- If a student does not pass the assignment after a re-submission or they miss a deadline, they are required to complete a brand new assignment (called a re-take) based on the same criteria, with one submission and are limited to a Pass. If they don't pass, then they fail the unit and in most cases the entire course. We will write to you if your son/daughter requires a re-take.
- Students must sign a statement for each assignment to verify that the work is their own. Teachers will check that sentences and paragraphs are unique by using software that compares their work to material on internet sites and the work of other students. There are sanctions if work is found to be unoriginal. Repeated plagiarism leads to failing the qualification.
- Students should discuss deadlines with teachers and exceptional circumstances are taken into account. If workload becomes high, then students can be tempted to take shortcuts and use other people's work to meet deadlines. We can only help if they let us know in advance that they are struggling.

Supporting Learning

Subject Support

All subject departments offer subject support sessions in addition to normal timetabled lessons. These may be physical support sessions or remote.

The availability of these sessions is made known to all students through individual subject departments and we strongly recommend that students make good use of this support. Students who do, usually get better grades.

We also recommend that students use subject support to enable them to achieve their full potential in assessed homework.

Some students will be allocated a time to attend subject support, for example if they are currently working well below their minimum target grade or achieved below what was expected at A Level. If a time is allocated it is expected that they attend.

Staff Absence

When teaching staff are absent, the College makes every effort to ensure that students have work set for them to do.

We do not use agencies to cover short term absence due to the specialist expertise needed at this level. We find it more effective to rely on our own staff and the ability of students to work independently. When staff are out of College for a planned absence, on a training course or a College related visit, work is set in advance. If students mention "cancelled lessons" this will not mean they have no work to do, as we expect students to work independently and they will have been informed of what they are expected to do.

In cases when an extended period of staff absence for illness occurs, the College makes formal arrangements and set procedures are put into place.

Supporting Learning

Accessing College Devices, Internet and email

The Internet is an extremely valuable educational resource and the College is committed to providing access to it and to developing students' familiarity with information technology and its many applications.

Each time students log on to a computer they are asked to accept the College rules for the use of our computer systems.

All access to any college device and the Internet is closely monitored and the rules make it clear how seriously the College would regard attempts to access unacceptable material. This also proves to be a useful strategy to ensure safeguarding.

Students also have an email account at College and are encouraged to use this as a method of communication with staff. Students are required to check their college email daily so as not to miss any important information.

If your son/daughter requires advice re the use of college systems, photocopying, scanning etc please ask them to speak with student support, their tutor or helpdesk@bilborough.ac.uk

Moodle

This is our Virtual Learning Environment which can be accessed from all PCs in College and home via the College website.

Moodle contains all course materials including course outlines, materials from lessons, past papers and extension materials. Students should access Moodle regularly as part of their learning programme. Some subjects have discussion forums and some homework can be submitted online. Subject areas on Moodle usually contain useful links to other learning websites.

Why not get your son or daughter to show you their Moodle pages?

Subject Progress Reviews

Students will be required to evaluate their own progress in all their subject areas on a termly basis. Staff regularly monitor student performance and will hold progress reviews with students. These may be more frequent if it appears that they are underperforming or

struggling. In the Spring term there will be a review evening when you will be invited to accompany your son or daughter to discuss their progress in individual subjects. This may mean a physical presence in college or a Microsoft Teams meeting with your son's or daughter's teachers.

Supporting Learning

Formal Assessments/Mock Exams/Data Collection points

Student work in all subjects is assessed regularly throughout the 2 years, with a mixture of peer assessment, teacher assessment and formal assessments in subjects that have external examinations. Progress to date is summarised with a progress grade.

1. Early indicators based on the transition from school in Oct 2020
2. 1st progress grade by Dec 2020
3. 2nd progress grade by Feb 2021
4. End of Year 1 exams – planned for May 2021
5. Mock A Level Exams – planned for January 2022
6. Final progress grade – planned for March/April 2022

It is vitally important all students take these assessment opportunities seriously.

Independent Study

It is the College's expectation that all students build up to an average of 5-6 hours per week completing homework and independent study for **each** of their subjects/units of work. Students will not succeed at this level unless they can adjust to this; highly successful students tell us that they regularly study for over 20 hours a week. Some of this work will need to be completed at home but most students have at least 10 hours of study time in the week's timetable. We expect them to make good use of this time and the facilities within College to ensure they reach their potential.

The Library and Information Centre (LIC) is open from 8.30am – 4.30pm Monday to Friday and we strongly advise students to make good use of the facility and the many resources available.

Working with Parents and Carers

The College expects that students will accept responsibility for their own learning and academic progress. Nevertheless, there is a continuing role for parents to play in supporting that progress and the College will liaise with parents at all times, taking into account the needs and wishes of individual students.

The College Provision

You can expect the College to provide:

- A parents' and carers' information booklet explaining how the College functions.
- A personal link with the College via your son or daughter's Personal Tutor.
- An invitation for your son or daughter's annual remote Progress Review Evening.
- Contact from the Personal Tutor should the College become concerned about your son or daughter's attendance or progress.
- An appointment with the tutor if either you or we need to discuss an aspect of your son or daughter's progress.
- Copies of the College's complaints procedure, on request.
- Access to certain information on Parent Advantage e.g. attendance, timetables, continued regular communication etc.

Working with Parents and Carers

Your contribution

- To be aware of the contents of the Parents' and Carers' Handbook and other College documents.
- To inform us if you become concerned about any aspect of your son or daughter's progress.
- To inform us of any changes in personal circumstances, for example change of address, telephone number or domestic situation.
- To inform college if you or a member of your household has tested positive for COVID 19, or you have been advised to stay at home as a result of track and trace.
- To contact us concerning absences for your son or daughter from the College.
- To avoid taking holidays in term time.

Parent/Carer Voice

It is important to us that you have the opportunity to give us your views on all aspects of College life and that those views should have an appropriate response. There are several ways that your views can be heard, including:

- Directly to appropriate staff
- By responding to any questionnaire which may be sent to you or which you may be asked to complete

We hope that your son or daughter will be happy and successful at College and that you will also be satisfied with our support systems.

We promise to listen carefully to any concerns or complaints which you may have about the College. If you should be dissatisfied, an informal approach to the Personal Tutor or to the Director of Student Support Services may help to resolve the matter. You may also write directly to the Principal.

Email:

Director of Student Support Services: michelle.harvey@bilborough.ac.uk

Principal: david.shaw@bilborough.ac.uk

Other Support for Students

Learning Support

Kirsty Lockton is the Learning Support Manager.

Learning Support offer support to students who might have specific learning needs such as Dyslexia and Dyspraxia and students with long-term physical health conditions. Reasonable adjustments are made for all students with identified support needs to ensure access to the curriculum. Where appropriate, students receive a summary of strategies to develop throughout their studies and to prepare for the future. Support can be offered through the Study Room as an opportunity to practice and develop skills.

If a student has previously had exam arrangements they do not automatically follow them here to College, once a student has disclosed a previous exam arrangement or learning need we will arrange to complete appropriate testing with them to ensure the exam arrangements are in place at Bilborough.

Further information can be obtained from Kirsty, please email kirsty.lockton@bilborough.ac.uk

Health and Welfare Issues

Helen Ginns-Farrow is the Welfare Officer.

She has a wealth of information to support, advise and guide students through their time at college. She is based in Student Support so she is easy to find and you don't need an appointment.

As well as advice on bursaries Helen can support students who live independently, are parents, are in care or care leavers and students who are young carers. She also has contacts with many organisations outside of college.

Jenny Waters and **Debra Brown** are the Wellbeing Coaches.

They offer mental health and wellbeing support in college, as well as support to attain excellent academic progress. The issues and needs addressed include; anxiety, depression, eating disorders, self-harm, suicide ideation, and others. The Wellbeing Coach also works with students lacking in motivation, difficult family circumstances and stress.

NB This support is offered in the contract of the Study Support Health Plan (SSHP, see below).

Student Counselling Service

The College has a team of College Counsellors. This is a confidential service. Students can make a self-referral by email or by logging on to the student portal. Alternatively, they can ask their Personal Tutor or student support to do so on their behalf.

Other Support for Students

First Aiders

If students feel unwell during a College day they should report to the main reception. There are medical rooms and a number of College staff who are qualified First Aiders and work to a weekly rota. The College does not employ a nurse and First Aiders are unable to dispense painkillers. Students must not go home when feeling unwell without first seeing a member of staff and obtaining a "sick" mark for the attendance register. This is important so that we can ensure their welfare before they leave College premises.

Study Support Health Plan (SSHP)

We are committed to tailoring our education to individual needs and promoting inclusivity and equality of opportunity. It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form college. Our staff provide outstanding care for all students, but there will be times when a student's physical or mental health are so affected that they are no longer able, despite the support provided both within the College and externally, to maintain reasonable academic progress.

Ideally, a clear consensus would always emerge about the best way forwards, but this will not always be the case. There will be occasions where the College believes that it has exhausted the support options available, it has made reasonable adjustments in all aspects of College life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the College, since there is an excessive demand on resources. If the College reaches a decision, after consultation with the student, parents / guardians and medical professionals, that a student should withdraw then this will be actioned. In these situations, we would always assure students and their parents or carers that the best interests of the individual student and their welfare are at the centre of decisions. A full copy of the Fitness to Study policy, which is issued when the SSHP is first established, can be obtained from the Student Support department.

Bursary Fund

A limited amount of funding is available to assist those students on total household incomes of £27,500 or less which may prevent them from continuing in education. Collect an application form from Student Support or download one from the college website if you need to apply. Please call 0115

8515816 if you require further information. Our Bursary Policy and Guidelines can be found on the College website.

Exams

Few people actually look forward to examinations but they are a pivotal part of College life. It is essential that students are aware of all examination arrangements relating to their course.

The College provides students with all the necessary information but ultimately students must take responsibility for making sure that that they are entered for the right examinations, that they turn up in the right place at the right time and that they abide by the rules and regulations associated with each examination.

STUDY LEAVE Year 13

Students on BTEC courses continue their programme of study until the end of June 2022.

Formal teaching for exam based courses finishes just before the start of the external exam period. Some students opt to revise at home using guides and learning resources provided by teachers and staff are happy for students to do this if time is used effectively. However, the college does run a structured revision programme during the exam period. Class teachers are available during normal lesson time to help and support students in their examination preparation and will also support via email, OneDrive and Moodle.

Entry for Exams

The College pays for entries but if a student's attendance falls below 90% we reserve the right to withdraw the student from exams and / or charge for entries.

Students are required to check provisional statements of entry printed by the College and those issued by the Awarding Bodies, and have the responsibility to inform the College of any errors or omissions.

Cheating in any examination, internal or external, or in assessed coursework is regarded by the College as a serious matter. Cheating may result in disqualification by the awarding body concerned. The term "cheating" covers a wide range of breaches of the regulations, including possession of mobile phones, notes in an examination and plagiarism in coursework.

The Rules and Regulations governing a particular examination are always made clear to candidates and must be strictly adhered to.

The College Examination Officer can be contacted on 0115 8515000 extension 2036.

Careers and Progression

Careers Team Support

The Careers Team are located in the Student Support Services area within the College. Students can book individual careers appointments with our Careers Adviser and can drop in to chat to our Work Experience co-ordinator. We make good use of the Unifrog platform, where students can research university and apprenticeship options, record activities they have done and the employability skills they achieve, and access information on careers linked to their subjects. There is specialised support for students interested in Medicine/Veterinary Science/Dentistry, and for students interested in applying to Oxford and Cambridge.

Each year we usually hold an Apprenticeship Evening in January/February, a Careers and Higher Education Fair at college in the Spring Term March, and a Higher Education Information Evening at Nottingham University in the spring/summer term. Many other events, talks and visits are organised throughout the year covering university and other higher education choices, apprenticeships and employment options, to ensure our students make informed choices. During lockdown, we have been able to offer many virtual events and different ways of engaging with employers and universities, and we will schedule events into the calendar for next year as soon as we are able to do so.

Personal Tutors will also work closely with individual students on career and progression planning, and teaching staff embed careers in the curriculum into their schemes of work. We will regularly put information on parent advantage to help you support your son/daughter whilst at college, but we are aware that the options available are confusing. You are welcome to contact us at any time with any questions, and you will also be able to have your own log on for Unifrog to access information about progression options. If you are interested, please email alison.lardi@bilborough.ac.uk to request log on instructions.

Work experience

We expect all students to seek out relevant work experience during their time with us, and will support them with this. (If any of feel that you could offer work experience to our students, please contact Joanna.Zielinksa@bilborough.ac.uk). This all helps to widen access to opportunities for all students, and make sure that they make an informed choice once they leave Bilborough College.

Student Behaviour

The Bilborough Core Expectations

CURRICULUM EXPECTATIONS: All students will...

All students will...

<ul style="list-style-type: none"> • Have a workbook, a folder or an e-portfolio (and bring appropriate sections to every lesson) which contains the following; <ul style="list-style-type: none"> a. Key course information (booklets, glossaries, mark schemes, etc). b. Evidence of sufficient, recently completed homework. c. A feedback / improvement sheet which records any comments from teachers (both written and verbal) and where students set targets to make improvements. Students will complete this sheet after each piece of formal written feedback and ideally whenever feedback of any sort is given. d. Notes and feedback from subject reviews.
<ul style="list-style-type: none"> • Complete at least 5 hours homework per week for each subject studied
<ul style="list-style-type: none"> • Engage fully in lessons, participating actively in the tasks set and completing them all to the very best of their ability.
<ul style="list-style-type: none"> • Attend all subject support sessions and study zone sessions when directed by staff.
<ul style="list-style-type: none"> • Ideally maintain a 100% attendance record and understand that the consequences of falling below 90% attendance will be a letter home and ultimately being asked to pay for examination entry where continued poor attendance has not been authorised with a valid reason. Be punctual for all lessons
<ul style="list-style-type: none"> • Engage honestly and openly with any surveys, questionnaires or focus groups relating to the course. Inform tutors and subject teachers of any possible barriers to their success in order that all parties can work together.
<ul style="list-style-type: none"> • Expect to be placed on a curriculum intervention or a tutor intervention if they are unable to manage the above and understand that they can be asked to leave college if they get onto a senior leadership team intervention and are making insufficient progress in fulfilling the above requirements.
<ul style="list-style-type: none"> • Engage fully with the tutorial programme by fully participating in all 1:1 reviews and remote tutorial sessions.
<ul style="list-style-type: none"> • Complete at least 1 (and ideally more than 1) enrichment activity each year.
<ul style="list-style-type: none"> • There is an expectation that all students complete work experience.

Other Student Expectations

Students who attend College do so voluntarily. Having opted to join Bilborough they must accept responsibility for their own actions and progress. A signed Student Agreement (see page 40) commits students to the standards of behaviour we expect for students. Our aim is to be a friendly learning community. Students and staff are expected at all times to treat everyone with respect and courtesy.

Student Behaviour

Health and Safety

Students are required to exercise personal responsibility for the safety of themselves and others. They must take particular care and be aware of the safety issues concerning balconies. All students **must** adhere to the college's COVID 19 guidelines.

Student lanyards

Students **must** wear their ID lanyards at all times. Students must show their ID to any member of staff if requested. If on occasions, a student forgets their lanyard they can obtain a temporary one from student support which they must return at the end of the day. If the ID and lanyard is lost or stolen, then a replacement must be purchased. The present cost for a replacement ID card is £2.50 and replacement lanyard is £1.

Smoking, Drugs and Alcohol

Students must not have in their possession, or consume, alcohol or drugs on the College site, or enter the College having consumed alcohol or drugs. Immediate suspension and disciplinary action will follow if this occurs.

This excludes students who need to carry or consume prescription drugs for medical reasons. Barbara Coy the Learning Support Team administrator needs to be aware of any students in this category.

The College strongly discourages smoking. However, we are aware that some students do smoke and in order to avoid any potential safety issues with students smoking off site we have a designated smoking area which students must keep to. Please note that the Welfare Office in Student Support can provide information on agencies that help students.

College property

Students are expected to treat all College property with respect and will be asked to make good, or pay for making good, wilful or careless damage. All litter should be placed in the bins provided. If all students act in a responsible manner, the College remains a clean, tidy and healthy community for all.

All books, equipment and other materials issued to students on loan become the responsibility of the student, who is expected to return them in good condition. Loss or damage, other than normal wear and tear, will be charged for at the actual cost of repair or replacement.

Safeguarding

Bilborough College is committed to safeguarding and promoting the welfare of young people and expects its staff and those associated with the college to share this commitment.

The college does its utmost to actively promote Safeguarding and Wellbeing. We will not tolerate bullying or harassment of any kind. Student awareness raising sessions are carried out as part of the tutorial programme. In addition to advice on all aspects of Wellbeing, sessions will deal with bullying, harassment and cyber bullying. Your son/daughter will also receive information relating to the Prevent Duty and extremism, FGM, County Lines as well as Child Sexual Exploitation. We encourage students to share with us any concerns they have about their own wellbeing or that of another student. Likewise, if you have concerns regarding the safety/wellbeing of your son/daughter or any other student in college then please contact a member of the Safeguarding Team.

The named persons to contact with regard to safeguarding are:

Michelle Harvey

email: michelle.harvey@bilborough.ac.uk

Helen Ginns-Farrow

email: Helen.ginns-farrow@bilborough.ac.uk

Monique Norcliffe

email: monique.norcliffe@bilborough.ac.uk

James Quested

email: james.quested@bilborough.ac.uk

Helen Smith

Email: helen.smith@bilborough.ac.uk

Emma Collins

Email: emma.collins@bilborough.ac.uk

Or by asking for one of the above on Tel: 0115 8515000.

Useful Websites:

Prevent

<https://www.gov.uk/report-terrorism>

<http://www.nottinghamshire.police.uk/site-page/how-can-prevent-team-help-me>

Online Safety

<http://ceop.police.uk/>

<http://www.thinkuknow.co.uk/>

Wellbeing

The 'PREVENT' Strategy

The UK threat level from terrorism is currently substantial, meaning that an attack on the UK mainland is 'likely'. Schools, colleges and universities have become key places targeted for recruitment into radicalisation.

The Counter Terrorism Strategy known as 'Contest'.

This strategy consists of four main elements:

Protect – To make possible attacks harder

Prepare – The emergency services have prepared for an attack

Pursue – Police and intelligence services will pursue suspects

PREVENT – To stop people from becoming terrorists/supporting terrorism

PREVENT operates in 'non-criminal space' meaning that people being supported by the Prevent team have not necessarily committed a crime. Working with Prevent would not generate a criminal record and will not show up on CRB/DSB checks. The aim is to support people *before* they become involved in any illegal activities. The person involved cannot be forced to engage with the programme – they have the choice, but most do chose to engage.

CHANNEL is a national multi-agency scheme involving local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism and to develop the most appropriate support plan utilising specialist interventions. Channel does not just deal with the ideology of the individual, but unpicks the reasons behind it to lead them towards a nonviolent view of the world.

Colleges, schools and universities have certain responsibilities to prevent people becoming involved in terrorism in the new counter-terrorism bill.

There is no checklist or single profile in identifying someone vulnerable to radicalisation, however some common signs in a college setting would be:

- Decline in the standard of work, missing lessons
- The individual's views become increasingly extreme regarding another section of society or government policy

- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- The individual may change their appearance e.g. tattoos with specific symbolism, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.
- The individual expresses a desire/intent to take part in or support extremist activity

The 'PREVENT' Strategy

Obviously some of the above could simply be teenage behaviour, and it is therefore vital that we raise and record concerns as in any other safeguarding issue, so that a picture can be built up and reported if necessary. The majority of young people that have already been found to have been radicalised already had previous vulnerabilities such as mental health issues, domestic violence and involvement from social care, substance misuse and going missing from home. Again these issues could reflect any number of our students and therefore it is important that our safeguarding strategies are robust and used appropriately.

It is important to remember that radicalisation is about ideology, not religion, and can also apply to right-wing extremists.

Ofsted look at 'whether learners are suitably protected from the risks associated with radicalisation and extremism'

Any concerns about a student or their behaviour is reported via the normal safeguarding procedures. We have close links with the local Prevent Co-ordinator as well as the Nottinghamshire Prevent Police Team.

Equality and Diversity

At Bilborough we value every individual who forms part of our College community. We aim to create an environment in which people treat each other with mutual respect regardless of age, disability, race, colour, ethnicity, nationality, religion or belief, gender or sexual orientation.

As a College we are committed to eliminating discrimination and encouraging diversity amongst our workforce and our students.

- We will aim to eliminate discrimination, harassment and victimisation against anyone with protected characteristics
- We will advance equality of opportunity and foster good relations between all members of the College and the communities we serve
- We will promote awareness of Equality and Diversity issues through curriculum Delivery
- We will monitor all aspects of our provision with the aim of continuously improving equality of opportunity
- We will actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour
- We will provide appropriate learning support for all those students identified as being in need of it
- We will continue to develop ways of encouraging students from protected groups to apply to the College
- We will seek to appoint staff and governors to reflect the diversity of the community we live in
- We will actively promote the use of Bursary Funding to increase student engagement

General Information

Student Planner

Year 12 students can collect an Academic Planner at the beginning of the academic year, from student support. Students are advised to use this for recording details of assignments set and date when these are due and for recording their progress and noting advice given at subject reviews.

College Hours / Timetable

Lessons take place from 8.50am to 4.10pm. The College Refectory opens at 8.30am. Students have been allocated study/social spaces depending on their year group and bubble. Some of the usual facilities are operating differently during COVID19, they are subject to review. If students are able to travel home during their frees, then they are encouraged to do so.

Fees and Expenses

Essential text books and materials are provided free of charge, unless they are kept by the student after the course or annotated for use throughout. Students are expected to pay towards the cost of field trips and visits, although the charges for these are kept to a minimum.

Examination fees are normally paid by the College. However, if attendance falls below 90% then the College reserves the right to withdraw or charge the student. Any resit examinations must be paid for by the student.

General Information

Mobile Devices

Students who bring such items into College do so at their own risk. They must be switched off in lessons, in study facilities and on College visits, unless students have been given specific permission to use them.

All mobile devices can log onto the college wireless network.

Insurance

The College Corporation will not accept liability for loss or damage to private property or personal belongings whilst on College premises other than that which arises through the negligence of the College or its employees. Students should make their own provision for all their property for example by "all risks" insurance. In particular, bicycles should be insured as well as padlocked.

Student Executive

The College is affiliated to the National Union of Students. Every year the Student body elect an executive committee which organises a number of social events for students. Any parties organised by the Student Executive are **student affairs and not Bilborough College events**. We would like parents and carers to be aware of this as College staff do not attend or supervise these events. If your son or daughter mentions Bilborough College parties, you need to know this means "Student Executive" parties!

Transport and Parking Information

Visiting the College

If you have an appointment at the College, you will be able to park in the College car park as there are a limited number of parking spaces reserved for visitors, including disabled parking bays, situated near the main entrance.

Dropping off and picking up students

We **strongly recommend** that students are dropped off and picked up in the lay-bys on Bilborough Road. College Way is a busy road at the start and end of the day and can easily become congested.

We would prefer you not to stop at the mini roundabout at the College gates to drop students off, as this tends to cause severe disruption to traffic flow, and is likely to cause accidents. If you have to drop off or pick up in the neighbouring estate, we ask that you do so with due consideration for our neighbours, by not parking across driveways etc.

Student Parking

There is **no** student parking available on site and the College strongly recommends the use of public transport or College buses. Parking in the local area is not recommended and is done at the students' own risk. College takes no responsibility for any loss or damage to any vehicle.

If students do choose to park locally we ask again that they show full consideration for our neighbours, avoiding driveways and double parking.

Bus Information

The College buses are run by Skills Coaches. We aim to offer a convenient, reliable and friendly service. However, please be aware that factors outside our control, such as traffic conditions, weather and accidents, may occasionally cause delays. In these circumstances we aim to keep students updated by text message.

Copies of the current College bus timetables can be found on our website. Should you have any issues or concerns regarding any of the College bus services, please contact reception on:

tel: 0115 8515000 email: reception@bilborough.ac.uk

Details of public service buses can be found on www.triptimes.co.uk

During your son or daughter's first tutorial they signed the following agreement:



BILBOROUGH
SIXTH FORM COLLEGE

Student Agreement and Code of Conduct

Student Name:

Section A – Student Expectations

At Bilborough we have high expectations of all our students. We want to work with you to ensure that when you leave us you have achieved your potential at this stage of your education and have enjoyed your time with us. We want all in the college to enjoy working in a purposeful and adult environment and to establish positive working relationships with each other. We pride ourselves in the ethos and culture of the college. Staff and students share responsibility for creating this positive learning environment. As members of the college community we require all students to abide by the following code of conduct

To show consideration and respect for others and for the College environment.

- ❖ Speak to **all** members of the College community and visitors to the college with respect and behave in an appropriate and courteous manner.
- ❖ Treat the College premises with respect and use College resources sensibly.
- ❖ Keep the College tidy and put litter in bins provided.
- ❖ Respect the rules governing the use of lifts (students can only use them if they have a valid lift pass)
- ❖ Respect the rules governing the use of the LIC/ Study Zone and breakout areas in college acknowledging that these are private study spaces for students not in lessons (eg mobile phones on silent).
- ❖ Smoking (including e-cigarettes) is not permitted anywhere on the college site, except the designated smoking area.
- ❖ When using social media behave in a courteous manner, respecting the privacy and feelings of others at all times and do not transmit communications or images which may cause distress.
- ❖ When attending live streamed lessons behave in a manner that is appropriate for the classroom environment. Teachers will remove students who are behaving inappropriately.
- ❖ Be respectful of the community in which we live – e.g. if you drive to college be sensitive about where and how you park and how you interact with local residents.
- ❖ Celebrate and respect individuality and diversity
- ❖ Maintain an appropriate dress code for college

To help ensure a safe and secure learning environment.

- ❖ Wear your College lanyard with ID card at all times.
- ❖ Do not invite non-students onto the college premises. If you are bringing visitors in for a legitimate purpose, ensure they are signed in at reception and wear a visitor's badge for the duration of their visit.
- ❖ Act at all times in accordance with the college's policies and expectations, including the COVID 19 guidelines, health and safety policy, acceptable use of IT, anti-bullying/harassment and equality and diversity, coursework and plagiarism
- ❖ Do not have in your possession: - weapons or anything that can be used as an offensive weapon; alcohol or controlled substances.
- ❖ Do not enter the college site or participate in college activities under the influence of alcohol or drugs.

To accept responsibility for your own learning

- ❖ Attendance to **all** timetabled remote lessons/physical lessons, this includes remote tutoring and 1:1s. Less than 95% attendance could lead to you being asked to pay for exam entries.
- ❖ Attend subject support and study room sessions as directed.
- ❖ Participate in Bilborough Extra activities (enrichment/ careers related)

DAY	8.50-10.20	break	10.40-12.10	12.10-1.00	1.00-2:30	break	2:40-4:10
MON	A		B	lunch	C		D
TUES	E		F	lunch	B		A
WED	D		C	lunch	Enrichment		
THURS	F		E	lunch	A		B
FRI	C		D	lunch	E		F

Bilborough College

2020-2021

Academic Year Calendar

August 20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

September 20						
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October 20						
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November 20						
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29	30					

December 20						
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27	28	29	30	31		

January 21						
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31						

February 21						
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28						

March 21						
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April 21						
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May 21						
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30	31					

June 21						
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July 21						
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August 21						
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September 21						
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- Year 13 only in college
- Holidays
- Last day for Year 13
- Start of Year Induction - Year 12
- All students in college

- Year 12 Parents Evening
- Formal Assessment Weeks - Yr 12
- Year 13 Parents Evening
- Mock Exams - Year 13
- Last day for year 12s



BILBOROUGH

SIXTH FORM COLLEGE

How to Succeed at Bilborough

The advice from our students past and present is valuable information! They have already done this and they are telling you what you must do to reach your untapped potential.

Practice Makes Perfect

Our courses are demanding. They demand that you put in hours of practice and get used to making mistakes.

LIFE is not
about falling
down, it's
about GETTING
BACK UP
AGAIN

F *First*
A *Attempt*
I *In*
L *Learning*

Never be afraid to fail
Anyone who is successful has failed many times before picking themselves up to try again.

Believe you can change

Your brain can change to take on more information if you let it so keep an open mind. Exams (at this level) are not passed by natural ability, you will get high grades from dedicating hours to practice and from challenging yourself.



Natural Talent

You might think that others in your classes are naturally more intelligent or gifted than you are. However, all the evidence shows that it is hard work and never giving up that are important at college and in life.

**“HARD WORK BEATS
TALENT WHEN TALENT
DOESN'T WORK HARD”**
-TIM NOTKE

A FUTURE LESS ORDINARY