



# The Sixth Form Beyond the Classroom

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LEICESTER  
GRAMMAR  
SCHOOL

# Introduction from the Heads of Sixth Form

The prospect of joining the Sixth Form at Leicester Grammar should be an exciting one for you. Opportunities to excel are there in abundance. Sixth Form students enjoy the work, enjoy the lessons, contribute much to school life generally and show the requisite qualities of leadership and initiative which will stand them in fine stead for university and/or the world of work. As the senior students in the School, we expect much from you. You will be encouraged to take a lead, to think, to participate in new extra-curricular activities, support music, sport, drama and to work as a team with your peers, the staff and the younger students in the school. 'Education' in its broadest sense is the overall aim at this level. New responsibilities as Prefect duties, House officials, leaders in sport, drama and music await you; opportunities in fields such as debating, Young Enterprise, community service, work experience and many others are there to be seized.

Our wish is that at the end of the Sixth Form you will all be able to honestly claim that you enjoyed the Sixth Form experience and that you are proud of what you have achieved both in term of results and, perhaps more significantly, in terms of what you have contributed to the whole School community here at Leicester Grammar.

Thus, explore the Prospectus, seek advice and make informed decisions.



**T P Allen**  
Head of Sixth Form



**J T Hunt**  
Head of Sixth Form

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# The Tutorial System

In the Sixth Form you will be placed in a form group with a registration tutor. You will register with this tutor and he/she will deal with day to day administration matters. A tutorial programme covering issues such as crime and the Third World is important as it complements the curriculum and raises students' awareness.

You will also have a teacher who is assigned to be your UCAS referee. This teacher will have oversight of your academic and personal progress. Often the teacher allocated will be one of your A-Level subject teachers.



## Instilling Good Work Habits

### STUDY SKILLS

The transition from GCSE to Sixth Form can be difficult for some students. The type of work and the pattern of working may be different. In order to help students get the greatest benefit from the Sixth Form, relevant study skills are introduced in the induction course and are developed during tutor periods and through subject teaching.

### PRIVATE STUDY PERIODS

These are an important aspect of any Sixth Former's career. Sensible use of this time is encouraged and forms a vital part of the training for the demands of Higher Education later.

In the Lower Sixth private study in the Library is supervised, but students who prove their ability to manage their time and work well will become eligible for study periods at home, where this is deemed appropriate.

In the Upper Sixth students are given the opportunity to exercise greater personal initiative, and they can claim study afternoons. All Sixth Form students should spend a great deal of their time outside of lessons in the Library or the Quiet Study Area.

### SHOULDERING A WIDE RANGE OF RESPONSIBILITIES AS PREFECTS

All of the Upper Sixth students are Prefects. They are, led by the Head Boy, Head Girl and a team of Senior Prefects. Prefects work in teams to carry out duties at break and lunchtime and also help on formal occasions. All younger students are expected to respect the prefects and to do as they are asked by them. Any bad behaviour or language may be dealt with by the prefects, but if it is more serious, it may be referred to a member of staff.

### HOUSE SYSTEM

Opportunities to lead one of the school's four houses – Dukes, Judges, Masters And Vice-Chancellors

Houses meet regularly to take part in competitions and events in a broad range of activities

Inter House Competitions run throughout the academic year and culminate in the award of The Midland Bank Cup, for overall winners, at Speech Day





## Extra-Curricular Activities

The Sixth Form experience should be more than achieving high grade A-Level passes, important as this is. Leicester Grammar School Sixth Formers involve themselves in a wide variety of activities:

### What's the Sixth Form like?

*'The Sixth Form has given me some of my best memories of the School. The work gets a lot more challenging but the atmosphere becomes more relaxed.*

*Teachers treat you and connect with you in a completely different way and lessons are more fun and more in-depth. I hope to study Law at university and have received a great deal of support and advice making me feel very prepared. I will definitely miss the Sixth Form when it's time for me to leave'*

### The future?

*'I hope to study Law at Oxford'*

**JOHN**

**Courses:** English, French, History, RS

### HOUSE MEETINGS, HOUSE DRAMA & HOUSE MUSIC

Sixth Form are encouraged to represent their House in the varied competitions that run throughout the year, such as Rugby, Netball, Singing and Spelling Bee. They should also make the most of opportunities to take on inspirational and organisational roles for big events such as House Drama and House Music.

Members of the Upper Sixth can apply to become a House Captain to provide a direct input into the week by week running of the House, interacting and liaising with students of all ages in addition to their Head of House.

### A WIDE RANGE OF SPORTING ACTIVITIES

see the PE section opposite.

### MUSIC

Students are encouraged to participate in the groups on offer, including Choir, Orchestra, Big Band, Concert Band, Folk Group and many chamber ensembles.



## Physical Education & Games

In September, at the start of the school year, squads are selected for 1st and 2nd XV Rugby, 1st and 2nd XI Hockey and 1st and 2nd VII Netball. Members of major games squads will be expected to make themselves available for all matches and training sessions. There are also representative teams run for the 1st XI and 2nd XI Cricket, Tennis (boys and girls) and Athletics Squads which are selected prior to the start of the summer term, and a full fixture list is organised. Any additional sports teams run on the basis of not interfering with the principal school games of Rugby, Hockey, Netball, Cricket, Tennis and Athletics.

**The remaining members of the Sixth Form choose between Games and Community Service and this option normally continues for the entire academic year.**

In Games students can select on an option basis (done in termly blocks) from the following activities:

### **Advent & Lent Terms**

Hockey  
Soccer  
Badminton  
Fitness Suite

Step Aerobics  
Swimming  
Tennis  
Table Tennis  
Ultimate Frisbee  
Basketball

### **Trinity Term**

Cricket  
Fitness Suite  
Softball  
Aerobics  
Hockey

Swimming  
Tennis  
Ultimate Frisbee  
Basketball  
Trampoline  
Table Tennis

In the Sixth Form there may be the opportunity to participate in an activity during Games lessons which is off site. This is to facilitate our Gifted & Talented programme, each student will be reviewed individually depending on the activity and their level of performance and commitment. Only sports which we cannot offer on site will be considered and students will be expected to keep a record of their progress and achievements. Students' suitability for this option is discretionary and will be decided in consultation with the Director of Sport and the Head of PE.

Students participating in Games will be expected to wear the appropriate school PE/Games kit:

### **Outdoor Activities**

School Rugby Shirt  
Black Rugby Shorts (boys)  
School Navy Games Skirt (girls)

School Tracksuit  
Amber Games Socks

### **Indoor Activities**

House Shirt  
Blue PE Shorts  
School Tracksuit

In addition to representative sport, we encourage all members of the Sixth Form to participate in a wide variety of extra-curricular clubs and activities on offer. **Ask any member of the PE Department for details.**





## The School Magazine: The Leicestrian

There are opportunities to join a team of writers and editors who work to prepare the glossy school magazine each year. Work involves a range of activities from interviewing new teachers, retiring teachers and outstanding students, to writing individual pieces on school events. Of course, writers and editors also work under the pressures of deadlines, word limits, quality control and budgets.

However, despite being a fairly demanding role, a place on The Leicestrian team is a fantastic opportunity to learn about and contribute to every stage of the production of a professional publication. Students who are not part of the team will still have chances to offer work to the magazine in the form of persuasive essays, creative writing and artwork. The Foundation Day essay competition will provide prize-winning personal essays each year from every form in the school.

- Lower & Upper VI students make up the editorial team
- Team meets every other week on Wednesdays at lunchtimes
- In addition to the editorial team, students could be asked to write articles about events/trips
- Creative writing is welcome from anyone who wishes to submit an offering
- Every year there is a topic for debate and argument; essays on this topic are printed in the magazine

### THE PEACOCK

- Newsletter by the students, for the students editorial staff, reporters, photographers and content from students Year 6 To UVI
- Seven issues per academic year
- Opportunities for students to begin a media career
- Reflects events, news, reviews, comment and sports reports
- Published in print and online using latest publishing packages





AGE UK's befriending service matches an older person with a volunteer who can call for friendly conversation and a listening ear on a regular basis.



## Community Service

In the Sixth Form it is possible to undertake a Community Service placement. The aims of this are to:

- provide Sixth Form students with an opportunity to serve the local community and to develop their social awareness;
- give Sixth Form students an opportunity to develop initiative;
- give Sixth Form students an opportunity to identify their own development needs and to manage their own learning;
- develop links between the School and the local community

For those without school sports team commitments, Community Service can be undertaken in place of afternoon Games, or at other suitable times in addition to Games. It is expected that the placement will be for a full academic year although it is reviewed at the end of each term.

The scheme provides an excellent opportunity to do voluntary work in the local community and foster initiative, confidence and self-reliance. Students are encouraged to find their own suitable placement. The coordinator at school will then confirm the arrangements and maintain regular contact with the student and placement supervisor to ensure that everything is going well. The most popular placements involve working in primary schools, nurseries and charity shops, although placements in hospitals, animal rescue centres and similar centres are also chosen.

The supervisor is asked to provide a written reference at the end of the placement. The school coordinator passes these reports onto the student's UCAS referee, who in turn may refer to this feedback in UCAS references and end of year reports. Students may find that their Community Service experiences provide a useful addition to their personal statements.



## NATIONAL CITIZEN SERVICES

Leicester Grammar School has been a proud supporter of the National Citizen Service for many years. The scheme encourages students to give up some of their time to participate in a range of outdoor activities such as canoeing, rock climbing and sailing; to gain experience of group activities in a business type challenge and to help in community based action such as environmental projects.

To us, this has always seemed a tremendous opportunity for all our students and we have been lucky to have many visits to school from the staff at NCS who do a tremendous job in encouraging the students here to seize new opportunities and, in particular, for those who possibly do not do many extra-curricular activities in school, to go outside of their comfort zone and do something different and of value to them as individuals and to their community.

We know that all the students who have participated in the scheme have gained a huge amount from it, way beyond a certificate from the Prime Minister and the chance to include details about NCS on any future UCAS application. We will continue to encourage our students to support NCS. Being awarded the title of Champion School 2016/2017 is a source of great pride for us all at Leicester Grammar School.





## Duke of Edinburgh's Gold Award Scheme

The award scheme is made of five sections. The first section is organised by the school and involves a compulsory weekly training session in order to prepare students. The rest of the sections are organised by individual students.

**EXPEDITIONS** Complete a four day expedition as part of a team. Practice expeditions are in the Peak district during the Easter holidays and the qualifying expedition is in the Lake District during the summer holidays.

**PHYSICAL ACTIVITY** Take part in a sport or physical activity (e.g. circuit training, rowing, football, rugby, hockey or dancing), usually as part of a club or organized group.

**SKILLS** Follow a skill or hobby. Examples include driving skills, jewellery design, music, choir, cookery, language lessons or ICT lessons.

**VOLUNTEERING** Practical service which benefits part of your community such as sports coaching, helping at Beavers/Rainbows or in a charity shop. Some Sixth Formers help run the Year 11 Bronze groups for their volunteering activity.

**RESIDENTIAL** Living away from home for a minimum of five days/four nights as part of a training course, volunteering project or similar with no one you previously know. Examples of this have included helping at a residential camp for disabled children or attending a residential drama camp.

One of the physical, volunteering or skill activities must last for a minimum of eighteen months, another for twelve months and the third for six months. This is subject to change if you have completed the Silver Award elsewhere. The volunteering section must last for at least twelve months. All activities must be supervised by a suitable adult and signed off appropriately in your award scheme booklet and on the eDofE website.

You do not need to have completed the Bronze or Silver Awards in order to start the Gold Award.







## Young Enterprise

Young Enterprise offers students a unique practical experience in running their own business and is offered as an extra-curricular activity in association with advisers from local industry. Young Enterprise counts not just as enrichment, it is also highly valued by university admissions tutors and future employers, as the program enhances employability and promotes entrepreneurship, leadership, team work, organisation, innovation, problem-solving and communication skills.

Young Enterprise companies are live companies which give students the opportunity to set up, operate and liquidate their own business over an eight-month period. As such, it demands commitment, with students attending weekly board meetings and getting involved in a range of business-related activities (sales fairs, product development meetings, promotions, etc.).

Young Enterprise achievers compete against other teams and schools at local, county, regional, national and international level. Young Enterprise teams can win a number of prizes e.g. most profitable company, best marketing strategy, best company report, best presentation, best community involvement, etc. at all these levels.



### What's the Sixth Form like?

*'Sixth Form is demanding but also rewarding. We have greater responsibility in the school and are treated like adults. The relationships with teachers change and the fact that we have a personal tutor is extremely helpful, especially in Upper Sixth.'*

### The future?

*'I intend to study Architecture at university'*

### ADAM

#### Courses:

Art, Chemistry, Maths, Physics



## Charities Committee

The Charity Committee is for those members of the Sixth Form who want to take a proactive role within the school to raise awareness and funds for charities who really value our support.

Members attend regular meetings to organise and run events throughout the school year. They will be expected to take the initiative to research charities worthy of support as well as to show leadership in coordinating varied events. From cake sales to discos, fun runs to balls, members of the Charity Committee can make a big difference. Their actions and hard work can positively affect the wider community, as well as raising awareness within the school context.



### What's the Sixth Form like?

*'Life in the Sixth Form is considerably different to the lower years. Although it's hard work, classes are smaller so you get more attention and relationships between teacher and student become more relaxed. It is also a good feeling to be the highest in the school'*

### The future?

*'I hope to study History and Social Science'*

**RISHA**

### Courses:

English, History, RS





## Academic Enrichment

- Weekly After School Enrichment Sessions:
- Visiting Lecturers and subject specialists from Higher Education, Industry and Commerce
- Nationally recognised award schemes such as Crest, Nuffield Research Bursaries, Chemistry Olympiad, Classics Conference
- Academic and Debating Societies
- Annual Question Time event
- Cultural, Field and Study Trips

### What's the Sixth Form like?

*'The Sixth Form is a thoroughly enjoyable experience easily topping all other years in the school. The greater freedom and responsibility we are given are two things which really enhance my school experience, both academically and socially, and access to the café and the gym is certainly a bonus.'*

### The future?

*'I hope to study History and French at university.'*

### DAVE

**Courses:** English Literature, French, History

### What's the Sixth Form like?

*'The Sixth Form is really good. It's challenging and hard work but it is an opportunity to study in more depth subjects that interest you. Being at the top of the School there are lots of activities to take part in and opportunities to pursue.'*

**The future?** *'I am going on to study Biomedicine at university'*

### EMILY

**Courses:** Biology, History, Maths





## AQA Extended Project Qualification

### What is the Extended Project Qualification (EPQ)?

We understand that you, along with universities and employers, value a student's ability to research and analyse material independently. Promoting independent learning is also central to the ethos of the AQA Baccalaureate (AQA Bacc) and is gained through the Extended Project Qualification (EPQ).

Universities support and value the EPQ as evidence of a student's ability to use a range of skills that are vital for successful study in higher education. The EPQ:

- gives students the opportunity to **choose their own topic**
- makes students **responsible for their own learning** and development
- **inspires and motivates** students – completing the project gives them greater confidence and a sense of achievement.
- teaches new skills, such as **independent research, project management, reflection and self-directed learning**
- awards **70 UCAS points for an A\***

### How is the EPQ assessed?

Students are assessed on their ability to manage, develop, record and realise their projects. If your students are already taking the EPQ with another awarding body they can still sit the AQA Bacc. The EPQ is graded on an A\*–E scale; with the grade contributing to the level of AQA Bacc awarded.

Students can also take the EPQ as a stand-alone qualification or as a compulsory element of our Advanced Diplomas.

EPQ allows each student to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product.

We encourage creativity and curiosity. A project topic may be directly related to a student's main study programme, but should look beyond the specification. A finished product may take the form of a:

- research based written report
- production\*  
(eg: charity event, fashion show or sports event etc)
- an artefact\*  
(eg: piece of art, a computer game or realised design)

\*A written report must accompany these options.



## Senior Debating Competition

This competition has run for several years. All Sixth Formers are invited to participate, both as competitors and members of the floor. The motions normally require a grasp of contemporary issues as well as ethical and moral perspectives. Involvement will be tremendously beneficial.



## Local & National Competitions

Each year in Chemistry around a dozen Year 12 and Year 13 students are tutored for and subsequently enter the **International Chemistry Olympiad** whilst many more Year 12 students attempt the **Cambridge University Chemistry Challenge**. In both competitions, we have an excellent record of success in achieving Gold, Silver and Bronze Awards with a recent student coming in the top 0.7% nationally. Additionally we take part in University Challenge style competitions for Years 11 to 13. We also enter the **Nuffield Research Project** for Year 12 students, and participate in university hosted Chemistry Camps for Year 10 students and Salters competitions for Year 9. A combined team of Year 9, 10 and 11 students also take part in the Top of the Bench competition run by the Royal Society of Chemistry and the Schools' Analyst competition at Nottingham University. Our record of achievement in these competitions against major independent and state schools is outstanding.

The school also regularly participates in the **Biology Olympiad**, **Physics Olympiad**, **UKMT Senior Maths Challenge** (and its follow on competitions the **British Mathematical Olympiad** or **Senior Kangaroo**, for students with qualifying scores), and inter-school competitions in fields such as Mathematics and Debating. Opportunities also exist to enter essay competitions in English and Classics.

Competitions in business, the media, debating and other areas such as University essay competitions are well publicised throughout the school.







## Student Support Group

A group of Sixth Form students undertake training each year, which enables them to work with Lower School pupils. They run a daily homework club to assist the younger pupils if they need a little extra help and they are able to listen and offer advice on school-related or friendship issues. The younger pupils really value this relationship and find the Student Support Group very friendly and easy to talk to and, as it is only a few years since they were in the Lower School, they have recent experience of your situation.



## Visiting Speakers

In addition to guest speakers arranged as part of the Friday Lectures course during the Lower Sixth, over the course of the academic year a number of academics across all subject areas are invited in to talk to students in Years 11, 12 and 13 about topics of current interest. Students are encouraged to attend talks outside of their subject specialisms as a way of broadening their education.

### What's the Sixth Form like?

*'Being in the Sixth Form is hard work but taking the subjects you love makes it more enjoyable'*

### Most enjoyable aspects of life in the Sixth Form?

*'I think one of the best aspects of Sixth Form is the attitude of the teachers who begin to treat you like adults'*

**The future?** *'I am going to study Theology at university'*

**LAURA**

**Courses:** Art, English, RS





## Career Development

The Career Development Centre within the Library has information concerning careers and education courses. The School has a fully qualified Careers Adviser who is available to answer questions and give career guidance to students. Further support is provided by the Heads of Sixth Form and other teaching colleagues. Special care is taken with regards to the guidance of Sixth Formers in their A-Levels, their university, college choices, or Higher Apprenticeships and their progress into work.

Career sessions are held at both lunchtime and after school and students are encouraged to attend. Parents, in addition to their sons and daughters, are welcomed to Careers Meetings held in the evenings.

### THE SIXTH FORM CAREERS PROGRAMME

- Lower Sixth Form individual and group interviews
- Careers sessions on UCAS and wider options post 18
- Advice on university/college choice/Higher Apprenticeships
- Upper Sixth Form individual interviews
- Preparation for graduate recruitment
- Preparation for applications to Higher Apprenticeships
- Interview techniques
- A-Level results service from mid-August
- Preparation for UCAS applications
- Careers advice on leaving school

### CAREERS FAIR

Industry and other career organizations are invited to send representatives to take part in the fair, so that both parents and students have an opportunity to discuss possible future careers with the experts in a variety of fields. This takes place every two years with our most recent fair being in September 2017.

### WORK RELATED LEARNING

Careers Insight courses run by Inspiring Futures and other opportunities are highlighted.

### GUIDANCE

Access to ongoing career guidance is available throughout a student's time in the school.

A psychometric profile is used to support guidance work.

# WHAT'S THE SIXTH FORM LIKE?

'The student teacher relationship is a more friendly one'

'A warm welcoming atmosphere'

'More freedom'

'More initiative'

'It's a great experience'

'Challenging & rewarding'

'Never a dull moment'

'Always someone to help with any difficulties'

'An encouraging atmosphere for study'

'Encouraged to express ideas'

'Teachers are allies to assist with your learning'

'An encouraging atmosphere for study'



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