



Sixth Form Prospectus

(For September 2025 Entry)





Engage...Explore...Excel...

Our Vision: Engage...Explore...Excel...

Our Mission:

Sir Roger Manwood's School was founded in Sandwich in 1563 as a free grammar school. Today a co-educational grammar school, it continues to serve the local community from a green, spacious and tranquil site, equipping our students for their future. A Manwood's education follows the three strands of our vision of Engage, Explore, Excel and is designed to enable students to fulfil their individual potential and to be ready to progress in whatever they do next; we value personal development as well as academic achievement.

To achieve their best, we believe students must first **Engage** with the school, staff and their learning which means being active and increasingly independent learners, keen for feedback and able to collaborate. Students will receive excellent teaching of a broad and deep curriculum, within an inclusive and supportive community, fostered by the house system which crosses year and class groups. There is a strong focus on safeguarding and on the emotional and physical well-being of everyone in our community. Manwood's attaches great importance to the ongoing development of all our staff, the enhancement of our facilities and the opportunities we can offer to our students. Links with parents, our alumni and the local community are actively sought and valued.

Manwood's is committed to the importance of allowing students to **Explore** both the subjects they study and themselves. They are encouraged to take risks with their learning and to challenge themselves. The school offers a wide range of extra-curricular activities, including Junior and Senior Charity committees, CCF, DoE, drama, music and a very full programme of sport. We organise an extensive range of overseas trips that broaden students' understanding of different environments and cultures. Students have the opportunity to try new things, to study in depth, and to develop skills in areas like leadership, problem solving and team work.

Our focus is on enabling our students to **Excel**. The school has high expectations of all its students, in behaviour, learning, and commitment to themselves, their fellow students and the wider community. Manwood's students will achieve the best they can academically, and will become adaptable, confident, independent, critical thinkers who can contribute to and flourish in the next phase of their lives, whether that be in further learning, training or in employment.



Sixth Formers' Comment

"...that's why I love Manwoods ... there are always so many things to get involved in. Each year is more rewarding than the last ... one of my favourite things ... is its sense of community; everyone looks after one another and the passion and kindness of the staff rub off on the students."





Introduction

This Prospectus aims to help applicants to Sixth Form to make good decisions about their future, whether in Year 11 at Sir Roger Manwood's School or elsewhere.

No prospectus can give a complete picture. It is thus important that prospective Sixth Formers should talk to teachers to get a bigger picture and a visit to the School is strongly advised for those who do not currently attend Sir Roger Manwood's School. You will also find an electronic copy of this prospectus on our school website (www.manwoods.co.uk) and on www.kentprospectus.co.uk.

We hope that you will find this prospectus informative and that you will choose Sir Roger Manwood's School for your Sixth Form studies.

Head of Sixth Form

Mr M Stedman

Sixth Form Careers Administrator

Ms K Borg

Sixth Form Administrator

Miss H Willsher

The Aims Of Our Sixth Form

Sir Roger Manwood's School will endeavour:

1. To provide an environment in which Sixth Formers can achieve their best, in terms of academic learning, whilst at the same time develop a wide variety of creative, intellectual and practical skills.
2. To provide a setting in which Sixth Formers can experiment with, and learn about, responsibility for independent study, which is done in an environment where although clear standards are set, support and advice are also freely available.
3. To foster in its Sixth Formers a sense of responsible ownership for their environment and the resources at their disposal available in the School.
4. To deliver an age appropriate PSHCE curriculum that enables Sixth Formers to develop the knowledge, skills and attributes needed to manage their lives now and in the future, enabling them to stay healthy and safe, supporting them to achieve their academic potential and preparing them to make the most of life and work.
5. To encourage the development of leadership skills in its Sixth Formers, helping them to become a constructive presence within the School.
6. To encourage a sense of belonging - to the Sixth Form, to the school community, to the local community and to the global community.
7. To foster in its Sixth Formers an actively caring attitude towards others.
8. To run and/or promote a wide range of interesting, constructive and lively events, both intellectual and social, in order to develop Sixth Formers into curious, open minded and well- rounded young people.





Why You Should Join The Sixth Form At Sir Roger Manwood's School

Under the umbrella of the school vision Engage...Explore...Excel..., our school offers a rigorous programme of study centred around academic A Levels and complemented by a focus on personal development. This is all encompassed in a friendly, caring and supportive environment built upon a rich history of tradition and positive preparation for a successful future.

The academic offer for the majority of students is 3 A Levels, some students 4 A Levels and very occasionally 5 A Levels for a student studying Further Maths or an additional home language. Some students on 3 A Levels also opt to study an Extended Project Qualification (EPQ).

Our personal development focus permeates throughout all aspects of a Sixth Former's life. Structured opportunities are timetabled in our PSHCE and enrichment programmes, and outside the classroom there are many opportunities to support younger students, become involved with the local community and develop leadership skills.

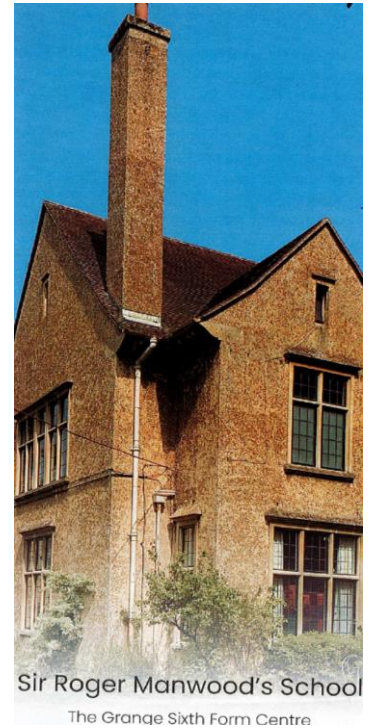
There are currently around 230 students in the Sixth Form. There are almost equal numbers studying Arts, Humanities, Mathematics and Science based subjects.

Students who opt to join our Sixth Form are required to adopt a self-motivated, focused and independent approach to work because it is a **School Sixth Form** - studying here comes with certain responsibilities that studying at a Sixth Form College does not involve. If ready, a student should actively choose to join because **they** want to, not because it seems the easiest thing to do, because their parents think they should or because their friends are.

Year 12 students have supervised study periods in the Grange, which prepares them for some independent study in Year 13 in the Grange, which in turn prepares them for university research-style learning.

The advantages of being a Sixth Form student at Sir Roger Manwood's School include:

- Being part of a successful, high achieving Sixth Form that offers a structured, academic environment in which to prepare for A Levels and university entrance.
- The chance to take part in many social, sporting and cultural activities that are a distinguishing feature of life in this traditional Sixth Form. For example, in normal times, there are opportunities to travel and visit many places throughout the world including India and The Gambia. Sports at Sixth Form level are taken particularly seriously, and we are also renowned in the area for the quality of our extra-curricular Music provision.
- Being tutored and mentored, as far as possible, by the same member/s of staff over the two years of Sixth Form study helps students to be disciplined in their attendance, punctuality and study habits. Tutors will discuss academic progress and encourage their tutees to be ambitious and realistic when they apply to higher education. The tutors and Heads of Sixth Form will also be keen to involve parents in their children's progress: reports, assessments and parents' evenings are designed to help this to happen.





- The opportunity to fulfil one's academic potential whilst developing personal qualities and leadership skills which are so important for future careers and life in general. Everyone in the Sixth Form will have the opportunity to become a buddy to a pupil in Year 7 or Year 8 and/or an Area Prefect in Year 12. Every Sixth Former will also be given the opportunity to show visitors around the School on open days and other similar occasions. If they have shown qualities of service, responsibility and reliability in their first year in the Sixth Form, students will be eligible to become Year 12/13 School Prefects and Captains of School. Their role is of considerable importance and highly valued by staff and governors.



Sixth Formers' Comments

- *"Manwood's will enable you to reach your full academic, personal and social potential, it's the best place to be."*
- *"After being at a different school for twelve years, moving to a new school was a daunting prospect. However, after the induction days in July where I went to taster A Level lessons and met staff and students, I felt as though it wouldn't be too hard to move here."*
- *"As a newcomer you are treated no differently to anyone who has been through the school. Finding your way round is a bit of a problem at first but if you ask anyone, they'll point you in the right direction!"*

The Sixth Form Curriculum

Our Sixth Form education follows the three strands of our vision 'Engage...Explore...Excel...' and is designed to enable students to fulfil their individual potential and to be ready to progress positively, as global citizens, in whatever they do next. We value personal development and achievement as well as academic attainment and have introduced our Sixth Form E³ Diploma as a vehicle to record and recognise these.

All students are expected to follow the minimum of a three A Level academic programme of study over two years, with terminal examinations in the May-June of Year 13 and pass grades from A*-E. Academic study is supplemented by the option of AS Level Mathematical Studies and our PSHCE and enrichment sessions, along with our offer of a variety of extra-curricular clubs and societies as well as various leadership opportunities within our community. This more than prepares our students successfully for the next phase of their lives and for the vast majority of our students this is continuing their studies in further education. Universities state that they are looking for quality not quantity and that top grades are more important than average grades. A minority of students apply to study four A Levels. These applications are considered on a case-by-case basis, subject to specific entry requirements and with the expectation that anyone starting a four A Level programme continue with all four subjects through to the end of Year 13. A four A Level combination including Further Maths and Maths is automatically requested at the time that option choices are submitted. For all other combinations three option choices should be submitted initially and the application to study a fourth subject should only be submitted after receipt of GCSE grades in the summer.

Students in Year 12 and 13 students have 9 one hour lessons per fortnight for each subject. Students should however, also be completing a further 5 hours' worth of study **per subject**, per week, outside of timetabled lessons. When teachers do not set specific work students are expected to review, revise and explore within and around their subject.





PSHCE and enrichment sessions are compulsory. PSHCE lessons are used for personal development and to develop vital skills such as independent learning with mentoring, self-reflection, careers and Unifrog, university applications and the study of pertinent issues such as consent. The enrichment programme offers a variety of study experiences with a degree of choice. Students can choose an option to follow, from a variable range, such as an Extended Project Qualification, Sports Leader qualification, Modern Foreign Language Leader qualification, Art, Literacy Leaders qualification, writing for life, and Sixth Form lectures. Any remaining time is allocated to autonomous study periods in the Grange.

We ask all our Sixth Form students to provide their own main textbook for each subject. Departments will provide a list of the key texts required for their course. They can usually be purchased from either past students, from departments or from online bookstores. Those students whose families are on a low income are encouraged to apply for the **16 – 19 Bursary**. As well as specific course materials a bursary application may request support for such things as transport to school, a laptop for use throughout the sixth form, school lunches, applications to university. With our current funding we are in a position to allocate where necessary around £800 per student. Bursary funds are awarded to eligible students to overcome financial barriers to participating in their programmes of study.

Studying For A Levels

Study is a very individual activity and there is no single method that can be recommended for all students, or for all subjects. However, there are certain guidelines which will apply in general.

All Sixth Formers are given a student planner – rather like a homework diary. There is a detailed Student Learning Agreement in the homework diary.

Work in the Sixth Form will differ considerably from the pattern students have been used to up to GCSE.

Students who contribute the most will experience an interesting and enjoyable course, so it is essential that they endeavour to:

- involve themselves in the work as much as possible, rather than merely expecting to be taught.
- discuss any problems they have, either in understanding or completing the work, with their teachers. They are part of a learning partnership and should take some of the responsibility for its success themselves.
- take more responsibility for their own work programme. In many subjects, homework will be set far less often from one day to the next. “I have no homework tonight” does not exist in the life of a Sixth Former. That may be true in the limited sense that no completed work has to be handed in the next day, but there is always something to be done, primarily reading around subjects and preparing topics ahead of them being covered in class.
- adopt a serious and methodical approach to both taking and storing notes. Students should be going over their notes at home at the end of the day in order to check that they have understood everything, and that their notes are clear - although notes may never be “marked” by a teacher, they are the main basis of revision. Students should avoid doodling on them and store them securely in a way which makes them both safe and accessible.





Every Sixth Former has a number of study periods during the week. The hardest skill to acquire in the first few weeks in the Sixth Form is to make positive and productive use of this time: this is an important skill for life. Students are allowed to use the facilities in the Grange for these periods.

If they do not have any timetabled lessons Period 5 and are making good progress, students are allowed to go home to study after October half-term, although we do encourage them to stay on-site to make the most of the school's study facilities. We believe that giving students the freedom and responsibility in this way, is the best way of preparing them for the requirements of Higher Education. Students should make a point of discussing the most effective use of their study periods with their subject teachers as they, of course, are the people best placed to give advice. Some of the most effective general strategies include:

- going through notes and organising them
- getting ahead of and completing work set that day
- doing extra exercises or questions in the areas found to be the most difficult
- reading through and responding to teachers' comments on marked work
- doing extra reading around academic subjects
- completing past papers
- writing essay plans.



Sixth Formers' Comments

- *"A Levels are harder than GCSEs but there's no way around that. At the same time, they are interesting and offer a depth of knowledge that you don't get at GCSE. Free periods offer invaluable time in which to get some work done when you are in school and allow more time for other things outside school."*
- *"As a Sixth Former, it is essential you learn quickly how to change your working style. There's a big jump between GCSEs and A Levels."*
- *"I made the mistake of not working hard enough during Year 12. I wish I had now because I didn't realise how much work was completed in 2 years."*
- *"Don't leave coursework till the last minute. You'll stress yourself out and end up with a poorer grade".*
- *"I get more things done in the library in the afternoon when I have a free period than if I go home. At home, I know I would just spend time on Facebook and that's not going to help me pass my A Levels!"*
- *"I have had to learn to be organised this year. It was tough at the beginning, but now I am pleased because it's paying off. I know where my folders are and all my notes are kept in the right order. That should make life easier at Christmas, when I do my revision."*
- *"The courses themselves are obviously more in depth than at GCSE level and for this reason there is an emphasis on independent research and study."*

Our Pastoral System

Each Sixth Former is placed in a tutor group, and in most cases, the tutors will remain responsible for their tutor group for two years.

Tutors are responsible for overseeing academic progress, as well as the well-being of their tutees. They are the first point of contact for parents. Members of staff who wish to discuss the progress of an individual student normally do so initially with the tutor, rather than the Head of Sixth Form.





Despite not being in a house-specific tutor group, students remain attached to their House in the Sixth Form and Sixth Formers play a key role in leading the organisation of activities. Sixth Formers new to Sir Roger Manwood's are allocated to a specific House upon entering the school, and stay with that House during the two years they are with us.

The Head and Deputy Head of Sixth Form, and tutors, review students' progress against their targets after each assessment that is sent out over the two years of Sixth Form study. In addition, students are strongly urged to attend parents' evenings with their parents as this is another vital point of contact with their teachers, where time is dedicated to discuss subject-specific progress.

All tutor groups have one PSHCE period in their timetable. These are used in a variety of ways.

For example, the Sixth Form pastoral leads sometimes get the year group together to use the sessions to talk about study skills or use them to pass on information and advice about subject and career-related courses and conferences. They are also used to explain how to complete the UCAS form for application to Higher Education. The majority of tutorials are spent with tutors, who use these periods, and registration time, to mentor their tutees, giving advice and support where necessary.

If mentoring by a tutor is still not getting the required response from a student, then they will be referred to the Head or Deputy Head of Sixth Form for more intensive mentoring and consideration of appropriate support strategies. When deemed necessary, students go through a process of monitoring and support to help them remain on track and engage with their subjects.



Sixth Formers' Comments

- *"As a newcomer, I was really nervous on the first day of term. But everyone was very friendly in my tutor group. After the first week my new friends persuaded me to put my name forward for the Gambia trip organised for the students later on in the year."*
- *"It's nice that during the Induction days in July of the GCSE year, you get to meet the people that will be in your tutor group in September. The team building task was really good fun, we all got really dirty and wet but it was so much fun. Everyone had to join in!"*

Careers and Higher Education advice is freely available. Students are able to use the well-stocked Careers Library and are able to book slots with the school's independent Careers Adviser, as well as having the opportunity to talk to their subject teachers, Head or Deputy Head of Sixth Form or the Careers Administrator. Further information is regularly provided in tutorial periods. Interview practice is offered for those who require it. A UCAS Information Evening for parents and students, including information regarding finance, is organised in School usually in early February of Year 12. In April, a Higher Education Fayre is held annually at the University of Kent in Canterbury, which all Year 12 students attend. This event is organised via the School. In addition, all Year 12 students undertake a week of work experience, arranged with the help of the East Kent Business Partnership, in the Summer Term.





Summary of important dates:

YEAR 12

August	GCSE results published
September	Induction Evening for Year 12 students + parents Mentor interviews start
October to December	Mentor interviews continue Assessments issued October and December
February/March	Review of Mentor targets set last term UCAS information evening for parents and students Year 12 Parents' Evening
April	Assessments issued Cambridge University Roadshow
June/July	UCAS exams UCAS Exam results day (used to inform UCAS applications) Students begin preparing UCAS applications Work Experience week End of Year assessments issued

YEAR 13

September	SLT mentoring interviews
October to December	Continue with UCAS applications - completed as soon as possible Assessments issued October and December Practice interviews + Oxbridge University interviews Year 13 Parents' Evening
January	Mock examinations
March	Final Assessments issued + coursework deadline
May	Study Leave begins
May / June	A Level examinations
August	A Level results + confirmation of university places





Extra-curricular Activities



A broad range of extra-curricular activities is offered to all students at the School, and a list of what is available is published termly. Although not an exhaustive list, it includes lots of musical ensembles (both instrumental and vocal), team sports, the Combined Cadet Force, the Duke of Edinburgh Award Scheme, the Young Enterprise competition, and many subject-related clubs.



There are a variety of trips on offer to Sixth Formers. When possible, students are given the unique opportunity to apply to go to The Gambia or India for ten days to do volunteer work in a local, rural primary school.



Sixth Formers' Comments

- *"I was awarded a place on a trip to China to teach English in a summer school for two weeks. As one of 12 students chosen I felt very privileged. I had a great time and it was one of the best experiences of my life so far. I encountered a completely different culture and I developed my organisational, communication and speaking skills as I taught, solo, a class of 35 Chinese teenagers for two weeks."*
- *"In Year 12, I was selected as one of only ten student volunteers for the School Gambia project, teaching in a Gambian Primary School. There, we taught the pupils and did manual work. This was the most amazing experience, witnessing a totally different culture first hand. I funded this through my work at Swim School and was able to utilise and build on my experience of teaching young children in this remarkable school. I recommend it to anyone."*
- *"In the summer I took part in a teaching trip to our link school in China. I taught English to a Chinese class, four hours a day, for two weeks. I went there without any teaching experience but by using my initiative and especially my communication skills, I managed to teach while having fun with my students. I was co-teaching with another English student so we learnt how to work well together and play off each other's strengths. It was a really fulfilling experience; it gave me more understanding of the Chinese culture and also made me reflect on the British culture."*



The Art and Design, Drama and Music departments are all active in providing extra-curricular activities for students. There are many diverse concerts and a fantastic School Production during the course of the year which provide opportunities for performing as well as experiencing other areas such as helping backstage, lighting, sound, stage management, costume etc.





Sixth Formers' Comments

- *“The Music department runs a large number of diverse music groups, from choir and orchestra to Jazz band, barbershop and string ensemble. The annual school concerts and Rock and Pop concerts provide performance opportunities for students and are always enjoyable to get involved in. You don’t just have to be a performer to take part, lighting crew and sound people are needed too.”*
- *“Despite my increased workload, performing in the school production was one of the highlights of my Sixth Form.”*
- *“Participating in extra-curricular activities isn’t difficult. I am new to the school, but I have joined the orchestra and I have been going every Tuesday.”*

The Sixth Form Charity Committee gives many opportunities to Sixth Formers to partake in worthy activities to help raise funds for the School’s nominated charity and to get involved in different special occasions in the School for example the termly events for local Senior Citizens. Also, students are encouraged to contribute to activities which involve serving the local community.



Sixth Formers' Comments



- *“You get to organise charitable events, ranging from cake stalls to selling poppies.”*
- *“The fact that there are fewer subjects studied in the Sixth Form means pupils find themselves wanting to take part in extra-curricular activities.”*

This is just a snapshot of what could be on offer.

Sixth Form Leadership Opportunities / E³ Diploma

As many Sixth Form students as possible should play some part in the day to day running of the School and they are expected to help the staff by carrying out routine duties made available through the Buddies Scheme, Area and Library Prefects Scheme in Year 12, and full School Prefects.

Students can also develop their public speaking and leadership skills by taking part in assemblies and becoming their form’s Sixth Form Representative for the Sixth Form Committee. We see this sort of involvement and responsibility as being an opportunity for senior students to develop their self-confidence, organisational and leadership skills.

As already stated, students are encouraged to be involved in a range of activities and interests. Their involvement is recognised in the Sixth Form E³ Diploma Award. The E³ Diploma allows the things that Sixth Formers do beyond the classroom to be recognised more formally and to give something in return to reward their endeavours. The experiences and skills recognised during the diploma are utilised in student applications for life after school, whether that is further study at university, an apprenticeship or employment.





In addition to activities that are open to all students, there are certain events which are organised purely by Sixth Formers, which provide excellent opportunities for students to develop organisational, technical and social skills. The Young Enterprise Scheme gives students in Year 12 the chance to run a small business and learn about how a business works, with all the attendant issues that they can sometimes create. Sixth Formers also make up the Editorial Board of the School's annual record of an academic year - The Manwoodian.

Buddies

The Buddies Scheme involves members of Year 12 becoming attached to forms in Years 7 and 8. They organise activities for the students in these years during mid-day breaks, help form tutors during form periods and generally try to help them through what can be the difficult early years of their school careers.

Subject Support Partners

In some subjects e.g. Science, it is possible for Y12 students, during their non-timetabled sessions, to attend and support Y7 or Y8 students, working with a teacher and the whole class or with smaller intervention groups.

Area and Library Prefects

Area and Library Prefects are based around subject areas. They help to supervise subject areas, rooms and help with subject area activities, such as running the homework club for younger students.

School Prefects

School Prefects undertake various duties at break and lunchtimes and are expected to set an example to other students at all times. The prefect body also supervises the library, computer rooms and careers library when they are in there for autonomous study. The prefect body is organised and managed by the Captains of the School who are appointed by the Staff.

House Captains

There are five Houses at Manwood's with a healthy degree of competition between them. Competitions range from the sporting (Sports Day), to the academic (e.g. English run a spelling bee and a public speaking competition, and Science run a model making competition) to the cultural (e.g. the annual travel photography competition).

School Captains

Each year, four Year 13 students are chosen via a rigorous selection process to be the lead students in the School. Their role is to be the link between the student and staff bodies, as well as being role models to younger students.

Sixth Form Committee

The Sixth Form Committee is made up of representatives from each tutor group. It co-ordinates Sixth Form affairs, organises arrangements and can make the views of the Sixth Formers known to the Heads of Sixth Form and the Headteacher.

Assemblies

Students may be expected to attend assemblies with the lower School. There are separate Year 12 and Year 13 only assemblies. These assemblies are once a week, usually in the school hall. Students are encouraged to contribute to the assembly, whether to advertise an event, a Sixth Form initiative or to discuss an issue important to them.





Expectations Of Sixth Form Students

Behaviour for learning

All students are expected to behave and act in a manner, which is respectful, polite, considerate and constructive. Their actions should be mindful of the school ethos and values and should not bring the school name into disrepute. School rules apply to Sixth Formers, in the same way as they do to any other students. They are available on request, and cover such issues as the care of property and possessions, as well as safe and sensible behaviour. Year 12 students are not allowed off-site without permission, although this permission is likely to be granted for reasonable requests. It is essential that any student entering or leaving the site outside of registration periods, follow the system detailed for health and safety reasons.

Our main priorities are to ensure that students attend school punctually and regularly, and to see that they behave responsibly and work constructively when they are here. The School maintains close contact with parents at all times and encourages them to contact the school if they have any concerns.

Attendance

Students are expected to attend school and lessons regularly (an average attendance of over 95% is expected, unless there are medical issues).

Examination Entries

Examination entries are made in the February of each examination year. Normally, the School will use the public money that has been delegated to it to enter all students in years 11 and 13 for all of the subjects they have been studying. However, in exceptional circumstances the School may refuse to do so. The Headteacher, in consultation with the relevant Head of Department, may decide not to enter a student for an examination if either of the following applies:

- The student has failed to complete internally assessed coursework by the time the subject teacher marks it either in sufficient quantity or to a sufficient standard that would enable the student to achieve a grade for the subject overall.
- The student has failed to produce recent evidence regarding their approach to their studies and consequent outcomes, that they are likely to achieve a pass grade (4 at GCSE and E at A Level) in the subject. This could be due to poor attendance to lessons, poor quality of work produced in their studies or their performance in the mock examination.

If the Headteacher decides not to enter a student, the parents, of a Year 11 student, or the student themselves, if in Year 13, may appeal against it. The appeal must be in writing and be sent to the Headteacher, explaining why it is thought that the decision not to enter the student is wrong/incorrect i.e. the coursework was good enough for a pass overall and/or there is recent evidence that a pass grade is achievable.

If this appeal is not successful, the student can be entered as a private candidate, which the School would enact as soon as the appropriate entry fee/s were received. In the event of the student then passing the examination/s, all such entry monies paid would be reimbursed.





Review of marking - centre assessed marks

Sir Roger Manwood's School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Sir Roger Manwood's School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Sir Roger Manwood's School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Sir Roger Manwood's School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Sir Roger Manwood's School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Sir Roger Manwood's School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing, giving specific reasons why the request is being made. There will be a charge of £50 for each review.
6. Sir Roger Manwood's School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Sir Roger Manwood's School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Sir Roger Manwood's School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After the candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Sir Roger Manwood's School and is not covered by this procedure.





Procedure for lodging enquiries about the results of external qualifications

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Sir Roger Manwood's School is committed to ensuring that candidates have access to the full range of post results services offered by the Awarding Bodies.

All Awarding Bodies offer the same post results services and have common deadlines. A fee is usually payable by the candidate. These fees vary between Awarding Bodies and the school's Examination Officer can supply details. Requests for any of these services must be made to the Examination Officer in advance of the relevant deadline which is published by the exam board.

The outcome of the enquiry, or the script, will be communicated to the candidate as soon as it is received by the School.

There is an appeals process which is available for those who remain dissatisfied after receiving the outcome of an enquiry about results. The school's Examination Officer can supply details. The school is required to support the candidate in his/her application. In the event of a dispute between a candidate and the school about whether the school will support an inquiry, then the following procedure will be followed:

- The appeal must be made in writing to the School's Examination Officer;
- The Headteacher will nominate a senior member of staff to lead the enquiry and an experienced Head of Department will also be on the panel;
- The panel will consider all the available evidence and make a report to the candidate as soon as possible, bearing in mind the Awarding Bodies' deadlines above.

The Sixth Form Dress Code

As Sixth Formers you are required to follow a dress code. Your dress code is designed to promote a positive and a respectable image of yourself and the school whilst also allowing you flexibility. It is also designed to remove any peer pressure that might be felt to wear the latest, best or most expensive clothing or footwear.

The overriding requirement is that your appearance should be **smart and professional** at all times. A Sixth Former is expected to set a good example with their attire (and their attitude of course!). As well as being model students when it comes to the dress code, School Prefects and Captains must wear their respective badges at all times so that junior students can identify them.

If you do not follow the dress code below you will be sent home. You will be allowed to return once dressed appropriately. If you continually do not follow the dress code, there will be more serious sanctions and this could result in forfeiting your place in the Sixth Form. If there is any discussion over whether or not what a Sixth Former is wearing conforms to the dress code or not, members of the Senior Leadership or Sixth Form pastoral teams will be the judges and their decision will be final.

The Dress Code

- Either a tailored trousers, skirt or dress must be worn. These should be of sober colour and design, and skirts and dresses must be of an appropriate length for a working environment.
- A smart long or short sleeved shirt or blouse, polo shirt, polo neck or jumper must be worn.
- Footwear must be smart, with a closed toe, and suitable for a place of work.
- Hair must not be outrageous or extreme in either style or colour and must be smart in appearance.





Important Clarifications

- On formal occasions (e.g. Speech Day, Founder’s Day, Remembrance Assembly, Carol Service) Sixth Formers must wear a smart shirt and tie, or a long sleeved blouse and a jacket
- Tailored mid-thigh length shorts are allowed on hot days provided the Headteacher has declared summer uniform can be worn
- No item of clothing should have a slogan or large logo on it
- Sports jackets and biker-style leather jackets are not allowed
- No hoodies, apart from Year 13 Leavers hoodies in the last few weeks before study leave, are allowed (and if worn, the Leavers’ hoodie should be worn over a top that conforms to the dress code).
- No leather or ripped trousers are allowed
- No strappy or revealing tops are allowed
- No bare chests or midriffs are allowed

Sports Fixtures

When a Sixth Former takes part in an away sports fixture, they are expected to change into their P.E. kit at the nearest break before departure. Under no circumstances should a Sixth Former come into school dressed in their sports kit, unless leaving for a fixture or leading a sports event at the beginning of the day and they have been so instructed to do by a member of PE.

Summary of timeline for the A Level Option process

November - February	Year 11 Parents’ Evening Sixth Form Open Evening ❖ Explore A Level Courses ❖ Talk with Sixth Form Students and Staff ❖ Research possible university courses of interest to identify the best subject combination. It is important to make the right choice. Some combinations are not allowed by the School or recommended by universities. ❖ Year 11 Mock Results Event ❖ Sixth Form Options Form submitted - initial interest
February	Sixth Form Options - confirmed
May / June	GCSE Examinations
End of June	Sixth Form Induction Days - transition from Year 11 to Year 12
August	GCSE exam results - a chance to re-select options, provided entry criteria are met, there is space in the new subjects and the combination works.





Choosing A Level Courses

Although not all possible combinations of subjects can be catered for, we do our best to see that as many combinations of subjects as possible are permissible. When choosing A Level subjects, the following points should be considered:

• What degree of interest do you have in the subject?

You are going to spend two years studying it in depth. How committed are you to succeeding?

• How good are you at that subject?

Be realistic about this, after talking to your subject teachers. Trying to cope with an A Level course in which you are out of your depth is a difficult and often depressing experience.

• Does your choice meet the requirements of any career or university course that you have in mind for the future?

Consult the Careers Library to check what those requirements are and use the Universities' Websites or telephone the relevant University Department to check. Use Unifrog for further information.

• Have you put together a programme of A Levels which will give you a manageable workload?

Only you can judge this, but do be honest about your performance and approach to study in Year 11.

WHICH SUBJECTS DO I ENJOY?
↓
Specifically what do I enjoy about the course?
↓
Will these elements be in the A Level course?
↓
Consult present Sixth Formers and staff to check this.

WHICH SUBJECTS AM I BEST AT?
↓
Will my GCSE grades meet the entry requirements for those subjects?
↓
Will I be competent at the far more demanding A Level course?
↓
Do my teachers agree with my predictions?
↓

Consult Subject Staff to check this

WHICH SUBJECTS ARE MOST USEFUL?	
↓	↓
Do I have a particular career in mind?	How do I keep my options open?
↓	↓
Chemistry is needed for Medicine for example	Consider blending Science with Art subjects
↓	↓
Do I have the necessary GCSEs required?	Some combinations will rule out certain degrees e.g. 2 Science A Levels are needed to do Science at University
↓	↓

Consult Unifrog, the Careers Library and Ms Borg

- Do not allow yourself to be influenced by what your friends are doing – you will have plenty of time to socialise with them elsewhere.
- Do not worry about not having a favourite teacher – you will, in most cases, have two teachers for each subject.





Sixth Form Entry Criteria

UK Based Applicants or Applicants Taking GCSE Examinations

All students entering our sixth form must meet the minimum entry requirements for the programme of study and satisfy specific subject criteria.

All students must follow a minimum of:

3 A Level Programme of Study - Minimum entry requirements

6 GCSE passes at Grade 5+, including a minimum of Grade 5 in Mathematics and English.

4 A Level Programme of Study

A small number of students may follow a 4 A Level programme of study. Applications will be considered on a case-by-case basis and should be made after the receipt of GCSE results. The minimum entry requirements will be 6 GCSE passes at Grade 7+, including at least a Grade 5 in English and Mathematics. This will be considered alongside the subject combination and attitude to learning.

Students who select Further Maths as one of their initial options will automatically be considered as a candidate to follow a 4 A Level programme of study. Entry will be subject to meeting the specific requirements above and as detailed for the individual subject.

Where a student is choosing a subject which they did not study at GCSE they must show evidence of academic strength at GCSE in related disciplines – see the table for details.

The application of both internal and external applicants will be judged using predicted grades awarded by their current schools. Sir Roger Manwood's School will collect predicted grades from the schools of external applicants on application. All applicants whose predicted grades mark them out as being of the required academic standard will be invited into the School (if UK based) to have a discussion with a member of the School's Senior Leadership about their future university and career plans, and to confirm their final option choices.

Offers

Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's three or four chosen subjects being accommodated on the timetable, in feasible group sizes.

All offers made during Year 11 are conditional on students meeting the grade criteria specified and will only become firm offers upon confirmation of actual GCSE results by the candidate in August, post GCSE results day. Where learners have achieved better results than their predicted grades they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

Applications

All applicants in state schools or independent schools should complete Sir Roger Manwood's own Sixth Form Application Form, which can be downloaded from the school website.

Late applications will be considered if places in appropriate subjects are still available after all other applicants have been considered.





There will be no waiting list for Sixth Form places, as more conditional offers will be made than there are places available.

On accepting a Sixth Form place, students are agreeing to uphold the ethos of the School and abide by the guidelines given in this prospectus and the Sixth Form Student Handbook. Students are expected to attend our Sixth Form Induction Days in June/July.

Whilst we wish to offer a full range of subjects to A Level there are clear constraints. A course will not run unless there is sufficient interest, or it may be taught on a reduced time allocation in consultation with the relevant Head of Department.

All Sir Roger Manwood's Year 11 students are given guidance concerning A Level choice, and all students joining the School from other schools are invited to visit the School and meet a Senior Member of staff to discuss their individual needs and future aspirations. Predicted GCSE grades are required from external applicants. A very important criterion for entry to the Sixth Form is motivation.

The published admission number for external students is 10 but this figure may be exceeded in the event that this and the number of internal students transferring into Year 12 is less than the overall total figure for the year group, which is 160. Priority will be given to existing students transferring from Sir Roger Manwood's School Year 11.

We do not routinely admit outside a child's normal age group, however, we will always consider any request for, and may offer without request, where we consider students' needs would be best met in a different year group, an admission outside normal age group. The request, where possible, should be made in writing at the time of the admission application and should include the parental/carer reasons, and any information available from the child's current school including support or concerns, for the request. If necessary to help make an informed decision, the Admissions Officer may contact the child's current school to request their view.

All decisions will be made on the basis of the circumstances of each request with the best interests of the child considered, taking into account parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group, if it were not for being born prematurely.





A LEVEL RESULTS 2024

When reading the table below it is important to remember that not all subjects have the same entry criteria as each other. It is also important to remember this when comparing the results of a subject at SRMS with those of the same subject in another school i.e. are the students in each cohort of equal academic ability.

A Level Subjects	Entries	A*	A	B	C	D	E	U
Art & Design - Fine Art	8	1	1	2	3	1	0	0
Biology	21	0	5	7	3	5	0	1
Business	23	1	7	7	3	4	1	0
Chemistry	18	0	5	7	2	3	1	0
Computer Science	2	0	1	0	1	0	0	0
D&T: Product Design	10	1	0	4	1	4	0	0
Economics	20	2	6	6	5	1	0	0
English Literature	19	3	3	6	6	1	0	0
Film Studies	14	0	4	10	0	0	0	0
French	9	1	2	5	0	0	1	0
Further Mathematics	4	0	2	1	0	1	0	0
Geography	12	1	2	6	1	1	1	0
History	25	0	3	5	7	5	4	1
Mathematics	32	3	11	6	4	3	4	1
Physical Education	11	1	1	3	2	0	2	2
Physics	18	1	3	4	4	2	4	0
Politics	18	2	2	6	3	5	0	0
Psychology	36	0	6	8	9	6	5	2
Religious Studies	13	2	3	4	1	1	1	1





Destination of 2024 Year 13 Leavers

Destination Institution	Course
Apprenticeship	Marine Engineering
Brighton institute of Modern Music (BIMM)	Popular Music Performance & Songwriting
Bristol, University of the West of England	Aerospace Engineering with Pilot Studies (with Foundation Year)
Brunel University London	Mathematics for Data Science BSc
Canterbury Christ Church University	Photography
Canterbury Christ Church University	Nursing (Child)
Canterbury College	Art (Foundation)
Cardiff University	Psychology with Professional Placement
Cardiff University	Computer Science
Coventry University	Mechanical Engineering (with foundation year)
Durham University	Theoretical Physics
Falmouth University	Acting
Lancaster University	Economics
Leeds Conservatoire	Actor Musician
Liverpool Media Academy (LMA)	Musical Theatre
Loughborough University	Psychology
Loughborough University	History (with placement year)
Manchester Metropolitan University	Filmmaking
Nottingham Trent University	Education Studies and Psychology
Open University	Classical Studies
Open University	Accountancy and Finance
Oxford Brookes University	Media, Journalism and Publishing
Oxford Brookes University	Engineering Foundation
Oxford Brookes University	Physiotherapy
Queen Mary University of London	Psychology
Queen Mary University of London	Medicine
Queen's University Belfast	Law
Rose Bruford College	Design for Performance
Royal Horticultural Society	Horticulture
Sheffield Hallam University	Quantity Surveying
Swansea University	International Relations with French
The University of Edinburgh	Biomedical Sciences
University Campus of Football Business (UCFB)	Multimedia Sports Journalism
UCL (University College London)	French and an Asian or African Language (4 years)
University for the Creative Arts	Architecture
University for the Creative Arts	Fine Art
University of Bath	Psychology with work placement
University of Bath	Politics with Economics
University of Bath	Business with work placement
University of Brighton	Exercise, Health and Rehabilitation Science
University of Bristol	Mechanical Engineering





Destination Institution	Course
University of Bristol	Economics
University of Bristol	International Business Management
University of Cambridge	English
University of Chichester	Musical Theatre (Teaching)
University of East Anglia UEA	International Relations and Politics
University of East London	Advertising
University of Exeter	Communications
University of Gloucestershire	Forensic Psychology
University of Gloucestershire	Film Production
University of Greenwich	Paramedic Science
University of Kent	Human Geography
University of Kent	Law
University of Kent	Forensic Science with a foundation year (4 years)
University of Kent	Psychology
University of Kent	Law with a Foundation Year
University of Kent	Film and Media
University of Lincoln	International Relations and Politics
University of Liverpool	Veterinary Science
University of Liverpool	Marketing with a Year in Industry
University of Manchester	Chemical Engineering
University of Nottingham	Physics and Theoretical Astro Physics
University of Oxford	History
University of Oxford	Philosophy and Beginners' Portuguese
University of Plymouth	Business Management (fast track)
University of Portsmouth	Palaeontology
University of Portsmouth	English Literature
University of Portsmouth	Biomedical Science
University of Portsmouth	Geography
University of Reading	Business and Management (Accounting) with Placement Year
University of Reading	Psychology
University of Reading	Accounting and Finance (with Placement Experience)
University of Reading	Primary Education
University of South Wales	Counselling and Therapeutic Practice
University of Southampton	Biomedical Sciences
University of Southampton	Marine Biology with foundation year
University of Surrey	Physics with Foundation Year
University of Sussex	Law
University of Sussex	Mathematics
University of Sussex	Economics and International Development
University of Warwick	History of Art
University of Winchester	Fashion Business and Marketing
University of York	Mathematics





Destination Institution	Course
University of York	Biomedical Sciences
University of York	Economics and Finance
Employment	Electronics firm
Employment	Data Cabelling company
Employment	Construction
Employment	Self-employed





Thank you for taking the time to read our prospectus.

Should you have any further questions, please email info@srms.kent.sch.uk

We look forward to welcoming you next September in our Sixth Form.

