Welcome to Year 12
from Olivia Camillo
Deputy Head & Director of Sixth Form

Year 12 in Camden Sixth Form is going to be a busy, dynamic and enriching experience. All students in our Sixth Form follow a two year 3 or 4 Linear A-Level programme of study with terminal exams at the end of Year 13. Students will also sit an end of Year 12 exam and Year 13 students an A-Level mock in January. Students will also have the opportunity to undertake the EPQ (Extended Project Qualification).

The A-Level course has proved a successful route to Higher Education for a large number of our students.

On average 98% of our students go on to Higher Education.
76% of these at Russell Group Universities which include obtaining places at Oxbridge and medical school.

Students are organised into 12 tutor groups in each year. Students attend school for the sessions in which they are taught and for tutorial, assembly and enrichment slots. They also have independent study periods which they can undertake in school or at home but which they must log in their planner. Attendance in lessons is monitored; the tutor or Attendance Officer contacts students and their parents if problems arise. Each student has several internal progress assessments, one interim and one full report in Year 12 and a parents’ evening.

The tutorial programme is delivered through the tutor period on Monday mornings; the assembly period follows tutor time and involves visiting speakers who enhance the pastoral programme.

The outline of the assembly and tutorial programme is included. This is the formal opportunity for all important Sixth Form notices and business to be carried out. Attendance at tutorial periods and assembly is mandatory and we take regular attendance checks.

Extra-curricular events particularly in drama, music, orchestra and choir are also a feature of the Sixth Form. Various societies such as a Debating Society, Feminist Society and Sixth Sense (Sixth Form magazine) meet regularly. We have a very rich Enrichment Programme encouraging students to explore interests outside the curriculum.

Trips and educational visits are organised by a range of subjects such as Art, Photography, Art History, Geography, History, Classics and Theology.

Masterclasses in a range of eclectic subjects are offered as extra-curricular sessions. We also encourage students to present a Masterclass session themselves.

I urge you all to make the most of your time here with us, both within and outside of the classroom.
# Year 12 Pastoral System 2019-2020

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<thead>
<tr>
<th>Tutor Group</th>
<th>Room</th>
<th>Tutor</th>
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<tbody>
<tr>
<td>LG01</td>
<td>C24</td>
<td>Alice Gwinnell</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:agwinnell@csg.school">agwinnell@csg.school</a></td>
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<tr>
<td>LG02</td>
<td>S9</td>
<td>Tom Low</td>
</tr>
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<td></td>
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<td><a href="mailto:tlow@csg.school">tlow@csg.school</a></td>
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<tr>
<td>LG03</td>
<td>S7</td>
<td>Martin Evans</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mevans@csg.school">mevans@csg.school</a></td>
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<tr>
<td>LG04</td>
<td>C27</td>
<td>Justine Cohen</td>
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<td><a href="mailto:jcohen@csg.school">jcohen@csg.school</a></td>
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<td>LG05</td>
<td>C21</td>
<td>Emma Smith</td>
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<td></td>
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<td><a href="mailto:esmith@csg.school">esmith@csg.school</a></td>
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<tr>
<td>LG06</td>
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<td>Roberto Savoia</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:rsavoia@csg.school">rsavoia@csg.school</a></td>
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<tr>
<td>LG07</td>
<td>C23</td>
<td>Patricia Moran</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:pmoran@csg.school">pmoran@csg.school</a></td>
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<tr>
<td>LG08</td>
<td>S8</td>
<td>Paul Glantz</td>
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<td></td>
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<td><a href="mailto:pglantz@csg.school">pglantz@csg.school</a></td>
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<tr>
<td>LG09</td>
<td>3.10</td>
<td>Simon Flynn</td>
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<td></td>
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<tr>
<td>LG10</td>
<td>0.8</td>
<td>Dawn Miller</td>
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<td></td>
<td></td>
<td><a href="mailto:dmill@csg.school">dmill@csg.school</a></td>
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<tr>
<td>LG11</td>
<td>2.12</td>
<td>Simon Howard</td>
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<tr>
<td>LG12</td>
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<td>Taslima Hussain</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:thussain@csg.school">thussain@csg.school</a></td>
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Head of Year 13

Lucy Cracknell  
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Pastoral & Progression Coordinator

Nicola Bayley  
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UCAS Coordinator
## Student Calendar September 2019 to July 2020

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September</td>
<td>Mon 2</td>
<td>INSET DAY</td>
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<tr>
<td></td>
<td>Tue 3</td>
<td>Year 12 Induction</td>
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<td></td>
<td>Fri 6</td>
<td>Timetabled lessons start</td>
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<td></td>
<td>Thu 12</td>
<td>Year 12 Parents’ Information Evening &amp; Skern Introduction</td>
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<tr>
<td></td>
<td>Wed 25</td>
<td>Skern residential (Wed 25 to Fri 27 September)</td>
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<td></td>
<td>Mon 30</td>
<td>Subject Ambassador applications</td>
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<tr>
<td>October</td>
<td>Tue 1</td>
<td>Last day to change Year 12 subjects</td>
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<td></td>
<td>Mon 7</td>
<td>Year 12 only - Early Warning week</td>
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<td></td>
<td>Wed 16</td>
<td>Year 11 Conference (no lessons for Year 12 &amp; Year 13 students from 11:00am)</td>
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<tr>
<td>Half term</td>
<td>Mon 21 October 2019 to Fri 25 October 2019</td>
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<tr>
<td>November</td>
<td>Tue 19</td>
<td>Open Day (Sixth Form lessons as normal)</td>
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<td></td>
<td>Wed 20</td>
<td>INSET DAY</td>
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<tr>
<td>December</td>
<td>Tue 17</td>
<td>Year 12 Progress Checks to parents</td>
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<td></td>
<td>Wed 19</td>
<td>Sixth Form lessons end</td>
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<tr>
<td></td>
<td>Mon 6</td>
<td>Spring term starts</td>
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<tr>
<td></td>
<td>Mon 27</td>
<td>Year 12 H.E. Conference all morning &amp; one-on-one tutor interviews (Sixth Form lessons as normal in the afternoon for Year 12 &amp; Year 13 students)</td>
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<tr>
<td>Half term</td>
<td>Mon 17 February 2020 to Fri 21 February 2020</td>
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<tr>
<td>February</td>
<td>Mon 24</td>
<td>Year 12 Senior Prefect nominations &amp; fundraising start</td>
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<td>March</td>
<td>Tue 10</td>
<td>INSET DAY</td>
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<td></td>
<td>Thu 12</td>
<td>Year 12 Parents’ Evening</td>
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<tr>
<td>April</td>
<td>Thu 2</td>
<td>Posy making for Founder’s Day 1:35pm (Sixth Form lessons periods 1&amp;2 only)</td>
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<td>Fri 3</td>
<td>Founder’s Day Senior Prefect election results announced after Founder’s Day ceremony</td>
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<td>Spring Holiday</td>
<td>Mon 6 April 2020 to Fri 17 April 2020</td>
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<td>Mon 20</td>
<td>Summer term starts</td>
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<tr>
<td>May</td>
<td>Mon 4</td>
<td>BANK HOLIDAY</td>
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<tr>
<td>Half term</td>
<td>Mon 25 May 2020 to Fri 29 May 2020</td>
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<tr>
<td>June</td>
<td>Mon  1</td>
<td>Year 12 end of year exams</td>
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<tr>
<td>Wed  24</td>
<td>Oxbridge Information Evening</td>
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| Fri  26 | INSET DAY
Senior Prefect team building day |
| July   | Thu  2 | Sixth Form Welcome Evening for prospective Year 12 students from 4:45pm to 6:00pm (1st session) |
|       | Tue  7 | Sixth Form Welcome Evening for prospective Year 12 students from 4:45pm to 6:00pm (2nd session) |
| Wed  8 | Year 12 Careers Conference all day & one-on-one tutor interviews |
| Fri  10 | Year 12 lessons end |
| Mon  13 | Year 12 Work Experience week |
| Wed  15 | Year 12 Profiles to parents |

Sixth Form student artwork
Higher Education & Careers programme

This year you will have to make some important decisions about your future. The school will provide a range of support to help you with this.

In Year 12 you will have the opportunity to:

• Contact the Pastoral & Progression Coordinator, Ms Cracknell, and organise an individual interview with her if needed
• Access Careers computer programmes to help with thinking about Higher Education (H.E.), such as Unifrog.
• Access the Careers section in the main library with assistance offered by the school librarian, Ms Green
• Personally receive printed prospectus about future career and H.E. opportunities from PROSPECTUS FINDER
• Access appropriate literature available in the Sixth Form Common Room e.g. university prospectuses, career magazines and gap year information
• Access UCAS and H.E. advice and guidance from our UCAS Coordinator, Ms Bayley, in S12
• Access the Sixth Form Careers Hub giving up to date information about a range of H.E. opportunities or workplace initiatives
• Attend regular meetings with your tutor who will be able to discuss with you your future plans, and how you are progressing in your academic studies
• Attend tutor times and assemblies, some of which will provide information relating to H.E., gap year and apprenticeships; you have the chance to meet and pose questions to a range of speakers from the world of politics, the law, the arts, journalism and many others
• Access to the Target Medicine programme for prospective medical students
• Take part in mentoring programmes such as K+ Widening Participation Programme (Kings University)
• Take part in a full day’s Careers Conference in July and the H.E. Conference in January
• Attend seminars given by university admission tutors to discuss with them the criteria required for successful application to H.E.
• Attend talks given by university subject specialists outlining course content and structure
• Meet previous CSG student undergraduates from various universities to talk about their undergraduate subjects and university life
• Attend an Oxbridge seminar session in June with parents

For your information

• The library is open Monday to Friday 8:30am to 4:00pm - the librarian is Ms Green
• The Sixth Form Quiet Study Room is open from 8:00am to 6:00pm
• University prospectuses are available in the Common Room - they must not be removed
• Computers are available around the school including the Sixth Form Quiet Study Room in the Sixth Form House, the library and students can borrow a Chromebook from S3 (subject to availability)
Outline of the assembly & tutorial programme

The first part of the Autumn term is spent on induction into the Sixth Form for Year 12 whilst the focus for the Year 13 is looking at Higher Education and progression post-18.

Our assembly speakers deliver talks across a diverse range of topics, professions and industries and always include a question and answer session.

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<thead>
<tr>
<th>AUTUMN TERM</th>
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<tr>
<td>First Half</td>
<td>Resilience</td>
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<td>Freedom of Speech</td>
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<td>Black History</td>
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<td>Political Awareness – Introduction to Party Politics</td>
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<td>UCAS</td>
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<td>Second Half</td>
<td>War and its impact</td>
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<td>Alcohol Awareness</td>
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<td>Resilience/Personal Development</td>
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<td>Crisis at Christmas – Charity Event</td>
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<th>SPRING TERM</th>
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<tr>
<td>First Half</td>
<td>LGBTQ</td>
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<td>Student Voice</td>
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<td>Economics in the Modern World</td>
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<td>International Women’s Day</td>
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<td>Global Business</td>
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<td>Mental Health and Wellbeing</td>
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<td>Second Half</td>
<td>Extremism/Terrorism</td>
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<td>Sexual Health/Sexual Relationships/Consent</td>
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<td>Online Safety</td>
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<tr>
<th>SUMMER TERM</th>
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<tbody>
<tr>
<td>First Half</td>
<td>Drugs Education</td>
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<td>Which University?</td>
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<td>Apprenticeships</td>
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<td>Gap Year</td>
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<td>Second Half</td>
<td>UCAS</td>
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<td>Road Safety Awareness</td>
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<td>The Arts</td>
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<td>Celebrating Student Achievement</td>
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Nearly all our Sixth Form students apply for Higher Education (H.E) and a full programme is arranged to inform and guide students over the two years, enabling them to complete successful applications.

In Year 12, students also have personal counselling from their tutors and are introduced to Unifrog. This is an extensive and up to date online platform that is designed to help students to complete personalised research on career options and explore all university courses, apprenticeships and college courses in the UK plus worldwide opportunities such as European, Canadian and US undergraduate courses.

There are several events in the Summer term which are designed to help students come to decisions concerning courses and careers including the H.E. Conference and the Oxbridge Event.

UCAS forms are started in the Summer term of Year 12 and completed in the Autumn Term of Year 13, and an intensive refocusing programme is arranged for students in September.

Students are encouraged to have completed a draft personal statement by this time so that they can ask for advice and guidance. There is a dedicated member of staff, Nicola Bayley, who works with students on all aspects of their university applications, including the personal statement, during this term.

There are also mock interviews arranged throughout the term as required. Oxbridge, Medicine, Dentistry and Veterinary Sciences candidates have to complete forms by the end of September to meet the early October deadline. Most of the universities offering Medicine or Law degrees now require students to sit extra exams in the Autumn Term of Year 13 and Oxford and Cambridge require aptitude tests for most subjects.

Students are RESPONSIBLE for their registration for these exams.

Normally all other applications should be completed by the end of November to allow the school to meet the mid-January deadline. There are separate application forms for Music Conservatoire Courses (completed in September) and Foundation Art (completed by the end of January). The school tries to process all application forms in two weeks or less. Therefore students must accept responsibility in helping us meet deadlines. All UCAS applications are completed online allowing students to apply to a university from anywhere in the world, even if they are taking a gap year. There have been some students who apply for degree courses abroad with some success. These have different deadline dates.
Tracking, progress & achievement

The following outlines how we as a school report to parents on students’ progress and achievement.

Tracking and reviewing progress is used to motivate students and to encourage them to take control of their learning.

During the year, progress is monitored and reviewed in respect to target grades and other important performance indicators using feedback from:

- **Subject Progress Checks** – written in the Autumn term and followed by a parents'/guardians' consultation evening
- **Parents' Evening** in Spring term
- **End of year exams** in June for each subject followed by **Subject Profiles** in the Summer term

At each of these points in the year students discuss their progress with their subject teachers and tutors. Realistic and aspirational targets are set where relevant, so that further progress can be made. Information from progress checks and profiles is sent home and parents/guardians have the opportunity to discuss their daughter’s/son’s progress at the consultation evening.

Students can use their Termly Action Plan in their planner to highlight academic areas to work on and to set themselves key targets.

At the beginning of Year 12 we will use individual student GCSE data to generate target grades for each subject. This allows us to track and monitor individual student progress.

Students must secure a D or above in the end of Year 12 exams in order to continue with a specific subject. Students will be given the opportunity to resit any subject they have not secured a D or above in the first week of Year 13. If this still results in an E or U grade students will be given the opportunity to restart that subject in Year 12 or chose a new subject if they prefer.

The school and individual departments keep records of target grades and final results and these are used to analyse the department/school’s overall performance in respect to national trends and to inform future curriculum planning.
No exams - no grades.

No measurement or quantification of either students or teachers.

Just interesting speakers and stimulating discussions.

• A masterclass is an extra-curricular lecture delivered by visiting experts in various fields or teachers from Camden School for Girls
• Each masterclass will either provide an introduction to a subject which is not taught at A-Level – or explore a new aspect of a subject you are familiar with - taking you beyond the confines of the A-Level syllabus
• Most sessions should be accessible and of interest to students who study the subject in question, as well as those who do not - we hope that a student who is studying sciences would still be interested in poetry and music, and a student of the arts would be interested in scientific questions
• Hopefully attendance will encourage students to read further and perhaps inspire some to pursue a subject at university
• Aim to arrive at S5 (Sixth Form Hall) soon after 3:35pm – usually there will be tea, coffee and biscuits – the session will begin just before 4:00pm and finish by 5:00pm - but watch out for occasional exceptions

Also find us on Facebook: CSG Masterclasses/History of Ideas – click ‘like’ to get updates and reminders.

We hope that you will find something of interest in these masterclasses and that you enjoy them as much as we enjoy preparing and delivering them.

A selection of previously run Masterclasses are listed below:

• Naomi Scott - What did Greek Comedy look like?
• Jason Dittmer - Geopolitics, Captain America and Donald Trump
• Dan Smith - Dystopias and Science Fiction
• Polly Hudson - Colouring London
• Jonathan Freedland - The US Midterms: What you need to know

Enrichment studies

Enrichment studies have been designed to broaden a student’s Post-16 experience and offer many exciting new options to them. These will be timetabled in Grid A i.e. Wednesday afternoon and Friday morning. Courses in this block are generally taught over one academic year.

Students will have the option of whether they undertake to take up an enrichment study. However, if they do choose to study one of these courses then the expectation is that there will be full attendance.

A few of the enrichment studies offered are listed below:

• Creative Writing
• Band Workshop
• Big Band
• Ceramics
• Debating
• History of Ideas
• Photography
• Football Training
• Ancient Greek GCSE
Extended Project Qualification (EPQ)

The Extended Project Qualification offers students the opportunity to explore, develop and deepen their understanding in a topic area of their choice. For many students, this means identifying a topic that they have already touched on in their A-Level studies, but would like to explore further. EPQ projects can include:

- An extended report (5000 word) – an essay or investigation
- A piece of creative writing or film
- Design of a product or article of clothing
- Website design
- Another agreed format

The project and topic is often one that relates to an area of study the student would like to pursue at university. The EPQ is a good way to demonstrate not only that you have excellent independent study skills, but that you are seriously interested and committed to an area of study. Although the EPQ is absolutely not essential for a successful UCAS application, many universities have indicated that they will view the EPQ favourably. The EPQ assesses a whole learning process, and in this respect is very different from coursework.

The stages are:

1. Identify an area of interest and refine your title
2. Identify a course of action for research and develop your topic
3. Write/make/produce your final piece
4. Write a report outlining your research and development process
5. Present your project

The project is expected to entail approximately 120 hours of work by the student. It is at all times the responsibility of the student to meet deadlines and complete the appropriate documentation, although guidance is provided through taught sessions and meetings with an assigned supervisor. All meetings, sessions and deadlines are compulsory. Students must be willing to accept these expectations when they decide to begin a project, as failure to meet these conditions will result in students being unable to continue with the programme.

Sixth Sense

If you are an aspiring journalist, a talented artist or simply have a passion for something and are prepared to write about it, Sixth Sense needs you.

This is the Sixth Form magazine, run by students for students and every year we need a new batch of interesting Year 12s to help make sure that the magazine continues to get better and better. In previous years we have had articles ranging from political commentary, student poetry and creative writing pieces to cupcake recipes and reviews of an eclectic range of exhibitions and events in London – whatever it is which inspires you, there’s a place for it in Sixth Sense.

Meetings are held in S15 at 12:45pm on Thursdays, and will be starting straight away in September to get as many issues out as possible. If you have any questions, want to show us something you’ve written or simply tell us about an idea, feel free to email the editors at sixthsense@csg.school as we would love to hear from you.
**Homework**

Homework in the Sixth Form is an integral element of the teaching and learning process. It both consolidates student learning undertaken in lessons and develops independent study skills. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills. Homework provides continuity between lessons and is used to consolidate classwork, but also as preparation for the next lesson. In the Sixth Form homework is a key assessment tool, as part of our continuous tracking and monitoring of student progress.

There is a statistical correlation between the amount of independent work carried out by a student and the grades they go on to achieve in the terminal exams. In short, the more targeted time you put into your homework, the higher grade you are likely to achieve in the A-Level.

We expect students to spend a minimum of five hours a week per A-Level subject.

Homework in the Sixth Form can take a variety of forms depending on the subjects a student is studying. These might include:

- Analytical/discursive essays
- Research of a particular topic/concept/movement/individual
- Focus questions around a specific topic
- Presentations either individual or collaborative
- Reading articles/critical essays/primary and secondary source material
- Reviewing/writing up/editing lesson notes
- Completing past papers
- Revision for tests/mocks
- Workbook-based tasks
- Project work
- Consolidation exercises
Being part of the Sixth Form and taking A-Level exams is very important for students but it is not the whole picture of how we work and what we do. Elsewhere you will read about the role of Subject Ambassadors, Senior Prefects, PSHE and tutors but here we are also concerned about the wider community.

Students and staff at Camden School for Girls have always recognised that there are people in society worse off than ourselves, sometimes disasters strike other parts of the world and like many others we have responded to the appeals for help.

The three main charities that we supported in 2018/2019 were Young Minds, Greenpeace and Solace.

These were selected by the student body. We have supported Crisis at Christmas for many years by carol singing at Highbury & Islington Station.

Our former Senior Prefect team and the Green Club organised a crowd funding initiative and through their commitment to Green issues raised approximately £20,000 for solar panels on our roof. Last year the Senior Prefects raised £461 to go towards installing new lighting in the quiet study area of the Common Room.

Although the larger events are supported by the Sixth Form staff, lots of smaller events are wholly organised by the students be it in a talent show, a music event, or simply selling homemade cookies.

We encourage our students to look beyond the school community and make a difference, any charity that catches your eye or ear can benefit from you organising an event to raise money. So make that difference, help us raise money for our charities in the coming year, bring new ones to our attention. We will be supporting schools and charities abroad and at home. Next February we will celebrate Red Nose Day again and Camden will do its best to support that event, but charities can benefit from you in other ways as well: you can work for a charity shop, help out at the open event for Crisis at Christmas, visit old people in their homes and care centres, and volunteer for a number of organisations.

So, whatever it is that you care about and whichever charity you want to raise money for or give time to, the opportunity is there. Just do it!
On Friday 28 June 2019, the newly elected Senior Prefect Team set off on their two day hike through Surrey with the intention of creating a strong rapport among the members of the team.

The team departed from Kentish Town Station to head to Surrey and, after a quick freshen up, the hike commenced. The weather was particularly hot that day with the BBC reporting it would feel like 36 degrees, and the team were immediately faced with a dilemma: to remain sparsely clad against the heat or to wear long jogging bottoms against the stinging nettles. Those who chose the trousers definitely felt the heat but were able to protect themselves from the prickly predators. Conversely, those who chose to remain in skimpy sports tops and shorts had to overdose on antihistamine just to stop their skin from looking like the surface of Mars! Nevertheless, the team proceeded resiliently to hike with Beyoncé’s divine vocals to encourage them further. Every so often the team would stop to complete the literary and artistic challenges set us on the first day. We completed a panorama watercolour of the view from the hills and recited poetry about nature, perfectly complementing Surrey’s rural grandeur. We finally reached the YHA South Downs hostel where we would sleep for the night -- but not before watching an episode of Love Island!

Everyone greeted the second day with tired legs and near hysteria over reports of even hotter weather. Despite this, they all managed a hearty breakfast and set off in good spirits due to the (not completely accurate) promise of ‘no more hills’! The team sustained themselves by picking peas growing in a field they walked through and were far more sparing with their limited quantity of water after learning from their mistakes on the first day. Around halfway through the trip it became clear that the team had managed to wander off course, and so everyone stopped in the grounds of a picturesque church to write poetry while the new course was being calculated. The horses and donkeys that were passed on the way seemed hardly bothered by the music being blasted out into the countryside, and soon enough they reached the town the team would depart from. After a picnic lunch by the ruins of an old castle, everyone was assigned a series of tasks to complete while exploring the town. Everyone completed the challenge by trekking around taking photos of cute dogs and strange street names (such as ‘pipe passageway’ and ‘rotten lane’) before eventually coming back to the train station, grabbing a cool drink and setting off back home!
Why should you become a Senior Prefect?

Ever since I started Camden in Year 12 I knew that I wanted to run for the role of Senior Prefect. It had been at the back of my mind for so long whilst at my previous school but I never felt I had the confidence, or the charisma to get up and take part in the campaigning. I’m happy to say Camden has given me the confidence to do so. I was over the moon when I found out, after a gruelling 3 hour wait after Founders Day, that I had luckily made it on to the team, along with 14 other incredibly dedicated peers.

So, what does being a Senior Prefect really entail? Well, a lot more responsibility than you think! Firstly, I would suggest never being late to a meeting, especially in the crucial first weeks “training” probationary period where you can be kicked off the team, and trust me it has happened before... Apart from missing the good biscuits, being late doesn’t exactly show a real commitment, and you want to make sure you can contribute to the team and the Sixth Form from day one in order to make sure your time in office will be appreciated and remembered by all!

There are many duties you carry out as a Senior Prefect; from helping to organise and run the Welcome Evenings for prospective Year 12 students, to looking after them on Enrolment Day, taking part in special events that the Sixth Form holds, such as Open Day, Sixth Form information evenings, and most importantly, and most fun, writing and putting on the Sixth Form Christmas Panto! Probably the most prestigious event you will be involved in is Founder’s Day which commemorates the founding of the school - if you like singing Jerusalem at the top of your voice, then you’ll have a ball.

Apart from the many responsibilities, which may seem daunting at first, being part of the Senior Prefect team is about growing close to a group of your peers who you may never have spoken to, or become friends with had you all not become a part of the dream team. You work very closely with the Deputy Head, as well as building on the excellent relationships with your teachers. Being a Senior Prefect makes you feel like you have the ability to influence the school in ways which are important to you. I would definitely recommend it to anyone, and if you have the time to hand out sweets to every Year 8 student to secure their votes during the pre-election period, then even better! Plus, it’s something to put on your UCAS application.

_Sixth Form Senior Prefect_
In line with the new E-Safety Policy all emails to the student from the school or individual teachers will only be sent via the student’s school email address which is issued to the student at the beginning of Year 12.

Homework, messages etc. from students to teachers/school must only be sent from the student’s school email.

ParentPay’s unique web application allows parents/guardians to make secure online payments for all school charges, for example, school lunches, trips, extra-curricular lessons and enrichments, thus eliminating the need for students to carry money whilst at school. You will receive a ParentPay activation letter at the beginning of the Autumn term.
If we are concerned about a student’s behaviour, attitude to work, attendance or punctuality we follow the below Report Card system to monitor their improvements.

**Sixth Form Report Card system**

- **Attendance below 96% and/or punctuality below 96%**
  - Triggered by Attendance Officer
  - **Tutor** to notify parents by phone that they will receive a report card, flow chart and explanatory letter
  - If target not met **tutor** to arrange meeting with **Head of Year**, student and parent - **Orange Report Card** issued
  - **Head of Year** to make an appointment with **Deputy Head**, student and parents - **Red Report Card** issued

- **Poor academic standards in class or homework**
  - Triggered by **subject teacher** via **Incident Report**
  - **Tutor** to meet with student - **Green Report Card** issued (review after two weeks)
  - If student improves: taken off report, student and parents informed of improvement

- **Poor engagement/behaviour**
  - **Tutor** to arrange for student to meet with **Learning Mentor** (if appropriate)
  - If student reverts back to unsatisfactory standards, she/he will be placed on a report
  - **Headteacher and Governors** to recommend Exclusion after two **Red Report Cards** have been issued

Students who successfully complete their Report Card period must have a review with their **tutor** four weeks later - **Head of Year and Deputy Head** to be informed.
Attendance & punctuality in the Sixth Form

In the event of an absence a phone call from the parent/carer to the Sixth Form Attendance Officer (direct line: 020 7482 8206) with a message is required on the morning of absence. Alternatively, an email can be sent direct to the Attendance Officer on sixthformattendance@csg.school. Subsequent illness of five days needs to be validated by a medical certificate. Any persistent non-attendance may result in referral to the school nurse or even exclusion.

The following are examples of reasons for absence which would be acceptable:

- Medical/hospital/dental appointment unable to be organised outside school time supported by an appointment card or letter
- University interviews supported with a letter or other evidence
- Interviews with proof
- Bereavement/funeral of family or close friend
- Work Experience arranged or agreed by school
- Court appearance, probation meeting or appointment with Connexions personal advisor
- Representing school/county/country at sport or other extra-curricular activity
- School planned or authorised trips
- Sitting external examinations
- Driving test
- Genuine disruption to the student’s mode of transport with supporting evidence
- Infrequent/emergency care required for a member of the family or other person for whom the student has caring responsibilities
- Religious holiday (applied for in advance: limit 3 days in the academic year)
- National Union of Students official business
- Territorial Army or cadet events

The following reasons for absence would not be acceptable:

- Driving lessons
- Holidays taken during term-time
- Part-time job, including training associated with part-time job, which is not part of the student’s course programme
- “Personal problems” unless supported by Pastoral Care Staff
- Non-emergency appointments
- Sleeping in or missing train/bus
- Family excursions, leisure activities, birthdays, etc.
- Minor aches and pains
- Working at home so missed tutor time/assembly/lesson
- Family excursions, leisure activities, birthdays, etc.
- Working at home so missed tutor time/assembly/lesson
- Frequent care for sibling/relative, unless alternative arrangements made for continuing the curriculum
- MUSIC FESTIVALS and other excursions should be strictly limited to holiday time

A foreseen absence should be reported to the Sixth Form Attendance Officer. **Verification from a parent/carer or an appointment card/letter is required to authorise any absence.**

Where an absence genuinely could not be foreseen in advance and a parent/carer is unavailable, the student should make arrangements to notify the Attendance Officer as soon as possible on the day in question that they will be missing classes. **Students cannot self-certify an absence** unless they can provide an appointment card or letter.

The school will not automatically accept repeated sickness as a reason for authorised absence.

Attendance must be no less than **96%** in an academic year

Lessons are of vital importance as you work through the curriculum with your teachers and develop the skills necessary to perform well in the exams and in the coursework components. If you miss any of these you will have significant gaps in your learning. Tutor time and assemblies are mandatory and should not be missed as these are times when tutors track pupil progress and extend their learning beyond the confines of the curriculum. This means that hospital, dental, optician appointments or driving lessons should not normally take place when lessons are timetabled. If you are going to be absent because of a visit or field study for other subjects then inform your other teachers. It is your responsibility to copy up notes, obtain work sheets and see whether work has been set.
Attendance

Attendance in lessons, assembly and tutor times is registered electronically by subject teachers and tutors. The tutor will follow up any absences.

If lateness or absence continues without authorisation the student will have an interview with their Head of Year and parents will be informed.

Persistent absence can be a reason for exclusion.

Punctuality

Students who are more than 10 minutes late (without a valid reason) will not be allowed into lessons as it is too disruptive. Late students will be given work and sent to the library or Sixth Form quiet study area to complete the work.

Students will be expected to return to their lesson five minutes before the end of the period to collect any homework set. Students will also have to attend an after school detention on the following Wednesday.

Persistent lateness can be a reason for exclusion.

Signing out during lesson time

Students who feel unwell and wish to go home or have an approved appointment during lesson time must sign out in the Sixth Form Office before leaving. (This is not only essential for our attendance procedure but is also a Health & Safety requirement in case of fire).

Students wanting to leave in the middle of the day due to illness will need to get permission from their Head of Year before signing out with the Attendance Officer.

Persistent lateness can be a reason for exclusion.
**The school day**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>9:00 - 9:40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:40 - 10:20</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:20 - 11:00</td>
</tr>
<tr>
<td>Break</td>
<td>11:00 - 11:20</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:20 - 12:00</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:00 - 12:40</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:40 - 1:30</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:30 - 2:10</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:10 - 2:50</td>
</tr>
<tr>
<td>Period 8</td>
<td>2:50 - 3:30</td>
</tr>
</tbody>
</table>

Sixth Form student artwork
### School term dates 2019-2020

#### AUTUMN TERM
- **Autumn 1**: Monday 2 September 2019 to Friday 18 October 2019
- **Half term**: Monday 21 October 2019 to Friday 25 October 2019
- **Autumn 2**: Monday 28 October 2019 to Friday 20 December 2019
- **Christmas Holiday**: Monday 23 December 2019 to Friday 3 January 2020

#### SPRING TERM
- **Spring 1**: Monday 6 January 2020 to Friday 14 February 2020
- **Half term**: Monday 17 February 2020 to Friday 21 February 2020
- **Spring 2**: Monday 24 February 2020 to Friday 3 April 2020
- **Spring Holiday**: Monday 6 April 2020 to Friday 17 April 2020

#### SUMMER TERM
- **Summer 1**: Monday 20 April 2020 to Friday 22 May 2020
- **Half term**: Monday 25 May 2020 to Friday 29 May 2020
- **Summer 2**: Monday 1 June 2020 to Friday 17 July 2020

#### IMPORTANT DATES
- **Year 12 Enrolment**: Friday 30 August 2019
- **Sixth Form Induction**: Tuesday 3 September to Thursday 5 September 2019
- **Lessons start**: Friday 6 September 2019
- **Skern residential**: Wednesday 25 to Friday 27 September 2019
- **Sixth Form Open Day**: Tuesday 19 November 2019
- **Founder’s Day**: Friday 3 April 2020

#### INSET DAYS
- **Autumn term**: Monday 2 September 2019
  - Wednesday 20 November 2019
- **Summer term**: Tuesday 10 March 2020
  - Friday 26 June 2020