

Welcome to the Sixth Form



Colyton
Grammar
School

Introduction and Welcome

To current students of Colyton, we hope you enjoy continuing your educational journey with us. To new students joining us, we offer a very warm welcome to our school.

Throughout your time in the Sixth Form we will support and guide you as you develop new academic interests and knowledge, and as you prepare for the opportunities that lie ahead beyond A-Level. In joining our sixth form you become part of a friendly and supportive community.

Our sixth form students have a long-established tradition of working together and supporting one another, as well as lending their help and guidance to younger students in the school. You will be a part of a tutor group with whom you will register every morning and attend PSHE lessons and some period 3 3/4 sessions.

Your tutor will be the main point of contact for your support and welfare during your two years in the sixth form. Further support is provided by the Heads of Year 12 and Head of Year 13, and the Director of Sixth Form Studies.

In addition to these members of staff, we also offer support through our School Counsellor and independent careers advice.



The Colyton Baccalaureate

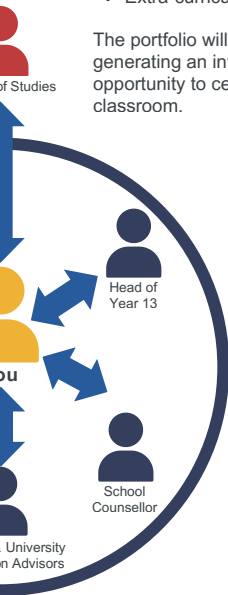
Throughout your time in the sixth form all of your hard work will feed in to achieving the Colyton Baccalaureate. The aim of the Baccalaureate is to demonstrate that a student has gained a fuller, more-rounded education with greatly enhanced personal qualities and skills, and is thoroughly prepared for the demands of Higher Education and work in the twenty-first century.

The Colyton Baccalaureate encompasses performance at A-Level, completion of the Extended Project (or a fourth A-Level) and 'Evidence of Personal Insight and Development (PID)'.

The 'PID' strand of the Baccalaureate will require you to create and continually develop a portfolio that includes evidence of:

- Career Planning and Employability
- Community Involvement
- Extra-curricular Involvement

The portfolio will enable you to reflect, review and progress in all aspects of your development, as well as generating an invaluable toolkit for future education or careers. The Baccalaureate also provides an opportunity to celebrate the extra-curricular achievements and work that you put in outside of the classroom.



Career Planning and Employability

- Reflection and goal setting
- Work experience
- Career research
- UCAS

Community Involvement

- Help at events
- Subject ambassador
- Voluntary work

Extra-Curricular Involvement

- National Citizenship scheme
- Ten Tors
- Duke of Edinburgh



Uniform

Sixth formers are leaders in the school. You are role models for younger students and school ambassadors at public events. We ask you to dress smartly. Hair should be well groomed and not extreme in style. Uniform colours and styles must be exact. Please ensure that the items match the requirements listed:

Blazer/Jackets - A formal blazer or suit-style jacket in plain navy or black must be worn at all times. We endorse the Banner Signature jacket (available from Thomas Moore and Honiton Sports) for its quality and value. Students may choose their own jacket, provided it is formal in style and plain in colour.

Skirts - Skirts should be tailored (pleated, A-line, or pencil), in navy, black, or grey, and worn on the knee. Wrap-around or stretch fabrics are not permitted, as they do not meet the formal Sixth Form standard.

Trousers - Must be full-length, tailored, and smart in navy, black, or grey. Casual styles such as jeans, denim, corduroy, canvas, skinny-fit, or elasticated trousers are not permitted.

Shirts and Blouses - May be plain white, light blue, or white with a thin navy stripe. Boys must wear a formal collar, and girls may wear a rever collar. Shirts should be tucked in, unless fitted. All shirts and blouses must contribute to a smart, professional appearance.

Jumpers - A plain, formal jumper in navy or black may be worn under the blazer. It must be logo-free, not baggy or long, and should complement the Sixth Form uniform. Students may purchase the school's preferred style or choose a suitable alternative.

Ties - A Sixth Form tie is available from the school and must be worn smartly with a collared shirt. Boys are expected to wear a tie at all times; girls may choose to wear one on formal occasions.

Shoes - Must be formal in style and black, navy, or dark brown leather (not suede). Boots, trainers and other casual footwear are not permitted.

Jewellery - Earrings should be small, discreet, and suitable for a school setting — simple studs or sleepers are appropriate. While multiple ear piercings may be worn, they must remain low-key and no bigger than a standard sleeper. Hoops, bars, large decorative earrings, and rings are not permitted. A single, subtle nose stud is acceptable. One plain chain or necklace may also be worn. Any jewellery that does not meet these expectations will need to be removed. Jewellery should be minimal and reflect the school's values of humility and professionalism.



Outdoor Clothing & PE Kit

Coats - Should be plain navy or black and free from logos or decoration. Denim, velvet, leather jackets, and hoodies are not permitted. Outerwear must be smart and appropriate for school.

Scarves - A plain navy or black scarf may be worn outdoors but should not be worn during lessons. Scarves should be simple and unobtrusive, complementing the formal uniform while maintaining a neat appearance.

PE Kit -The school's supplier is VX-3. Students are required to have six core items, which can be purchased from the [VX-3 Online Store](#). Most items have different fits and students are encouraged to choose the fit which suits them best.

1. Games top
2. Polo Shirt
3. ½ Zip Fleece
4. Shorts
5. Tracksuit bottoms
6. Games socks



Study Facilities

We offer dedicated study facilities for our Sixth Form students with a large communal study area, as well as a room of individual study consoles in the Library. In our well-stocked and ever-growing Library, we have invested in the most up to date books and journals for our students to use, as well as subscribing to the key online databases for academic research that they can access free of charge. We also have a dedicated café in the Study Centre, so students can buy refreshments and work in a more relaxed environment.

We operate a blended approach to learning, both online and in the classroom. As a school we want all our students to have access to up-to-date computing technologies whenever it is required, both in school and at home. Our own experiences of digital learning as well as [research provided by the Education Endowment Foundation](#) suggests that the provision of one-to-one devices to students can help us improve teaching and learning in the following areas:

- Improving the quality of explanations and modelling;
- Providing effective assessment and feedback;
- Facilitating enrichment activities both inside and outside the classroom, including providing previously unattainable "world class encounters";
- Fulfilling our aspiration to challenge every child in every lesson;
- Supporting highly effective remote learning if and when it is necessary.

In addition, this focus on digital technologies will ensure that we continue to be a beacon of best practice in relation to the so-called [Gatsby Benchmarks](#), which define the best careers provision in secondary schools. Evidence tells us that [not all young people are "digital natives"](#) and yet we live in a world in which advanced computing skills will be an essential requirement for all graduate jobs.

Technology doesn't replace good teaching, it enhances it, enabling more interactive, engaging, and inclusive lessons while supporting students in becoming independent, self-motivated learners. Central to this is metacognition—the ability to plan, monitor, and evaluate one's own learning. Devices give students the opportunity to practice these skills more frequently and in more meaningful ways.

According to the Education Endowment Foundation, learners who use metacognitive strategies make, on average, seven months more progress than their peers. One-to-one access ensures that every student, regardless of background, can develop these critical life-long learning skills.



Independent Study

Students are supported in developing independent study skills, which are crucial for success at university and in the workplace. Therefore, students are encouraged to make good use of study periods and are urged to take responsibility for their own progress. Our most successful students are those who take the initiative to practise and develop their skills.

This approach supports and strengthens CGS's core values:

- **Scholarship** is about more than absorbing knowledge; it's about questioning, exploring, and applying it in meaningful contexts. Technology opens up new avenues for independent research, wider reading, and creative problem-solving, helping students pursue their interests and stretch their ambitions.
- **Humility** grounds all of this. As students become more self-aware through reflective learning, they gain a clearer sense of their strengths and areas for growth. True humility, as C.S. Lewis said, is "not thinking less of yourself but thinking about yourself less." It's about developing confidence without arrogance, and using knowledge and skill in the service of others.
- **Service** is nurtured as students use technology not just for personal gain, but to make a difference. With access to tools for communication, collaboration, and outreach, they learn to contribute thoughtfully to the CGS community and beyond—listening, supporting, and working for the good of others.

Our blended learning approach fully supports our vision of enabling all students, regardless of background, to flourish on highly selective courses at elite universities and to be happy and successful in their future careers.



Sports & Community

Along with our Period 3 $\frac{3}{4}$ provisions on Tuesday and Thursdays, our Year 12 students have the opportunity to take part in a wide range of sports and community service activities on Monday afternoons.

Since the start of the programme the students have been involved in a variety of sports including: yoga, body conditioning, football, netball, hockey, rugby, tennis, rounders, basketball, badminton, volleyball and five-a-side football. In addition to these activities we have also offered more leisure based and recreational sports outside of school.

Students also have the opportunity to take part in a number of community service projects including conservation, visiting care homes and supporting local primary schools.

Leadership

You have worked hard and achieved highly in order to become a sixth form student at Colyton and this gives you an authority that is recognised by younger students who will look up to you as role models.

We believe that all sixth form students have leadership ability and potential. Amongst the many extra-curricular opportunities we will encourage you take part in, we expect you to take on weekly duties around school and to help at school events, as well as mentoring younger students. By being visible leaders in our school, you play a vital part in making it the happy and thriving community it is.

Sixth Form students also have the opportunity to apply for formal leadership positions as School and House Captains.



Attendance

A-Level courses are more demanding than GCSEs so to maintain a high standard of work a student's attendance record should be high. **The target is 100%.**

Registration takes place in tutor groups every morning, and depending on the day either between 8.45 and 8.50 on Tuesday, Wednesday and Thursday or 08.45-09.10 on Monday and Friday. If students arrive late into school, leave before the end of the day, or have to be out of school during the day, they must sign in and out in Reception. Attendance in lessons is vital to succeed at A Levels. The School may charge Sixth Form students for examination fees where a minimum required attendance level has not been achieved.

All sixth form students are permitted to have driving lessons during study periods, as long as these do not extend into any taught lessons or arranged activities. Students must sign in and out accordingly. A letter from a parent is required to confirm dates. Students are also granted leave of absence to attend two university Open Days each year during term time. There are periods of leave of absence for public examinations. Arrangements for these are fixed by the school and will be the same for every subject. Some students find that they are able to make good use of extended periods of study time at home when preparing for examinations.





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