

SIXTH FORM

COURSE ENROLMENT AND SUPPORT (CES) POLICY

1) Course Choice and Enrolment

1.1 Students must meet the course entry requirements as specified in the Sixth Form prospectus for the year. In exceptional cases, where students do not meet the course entry requirements, but there is objective evidence that demonstrates performance at a level that would indicate potential success, then the Head of Sixth Form can agree entry to the course after consultation with the Head of Secondary.

1.2 Students will also be advised on courses by the subject teachers, University & Careers Counsellor and Head of Sixth Form. The key purpose is to help students choose the courses where they can succeed and have potential progression routes.

1.3 If students meet the entry criteria, but we believe they will find the ongoing demands of the course too difficult for them to successfully complete the year, the school will raise these concerns and advise against the student starting the course.

1.4 Acceptance onto the AS course does not guarantee a place on the A2 year of the course (see below for details of A2 entry requirements).

2) Entry to the second year of A Level courses

2.1 Students will need to have maintained high levels of attendance (95% or above), effort and homework. Students will have formal reports twice a year when these areas are graded.

2.2 Students must pass the end of year AS external examination and have gained a grade D overall. These entry requirements are published in the Sixth Form Prospectus each year.

3) Once on the course

3.1 Students are required to work within the boundaries and expectations of the school and the Sixth Form. As with any learning environment students will be given every opportunity to succeed and should strive to act on advice given.

3.2 Students' attitude to work, and their performance in interim assessments will be monitored and cause for concern raised. Tracking the students' effort and achievement will take place every

three weeks (there will be some change around the mock examinations in February) during term 1 and 2.

3.3 Cause for concern would fall into one or more of the following categories:

- Poor attitude to learning which may also include attendance issues
- Poor progress and attainment (which would include failure to meet deadlines for work as well as assessment outcomes)

3.4 Where there are concerns, there is a three tier process of warnings and support that aims to resolve the concerns or conclude that the student will not be successful on the course and that their place on the course should cease. Students will also be given a range of more informal feedback and advice. Please note, there can be exceptional circumstances where discussions about whether it is feasible for a student to continue a given course need to take place outside the 3-tier process described below, for example:

- Sudden onset of a long term illness
- Failure in module examinations
- and/or mock exam papers

3.5 The process and involvement of various parties is described in the next section. However, it should be noted that students will have a number of assessments in each subject throughout the year which they need to pass in order to show that they can be successful. Where students fail to achieve a pass grade in these assessments, they would be given the opportunity to re-sit a similar assessment. Re-sit opportunities for these interim assessments would automatically equate to Stage 1 of the process. If the student fails to achieve a pass in this second assessment opportunity, they would be judged to be at Stage 2.

Process:

Stage 1/Letter 1:

Head of Department, Subject Teacher & Sixth Form Tutor

A letter will be sent to the parents and student to explain the concerns and outline what the student needs to do to resolve these concerns within a specified time frame. This policy will be enclosed so that parents are aware of potential future consequences of failure to respond to this warning. Parents should also be invited to make personal contact with the department. Students will also be encouraged to talk through the issues with staff. Additional monitoring structures may also be put into place to help the student.

Stage 2/Letter 2:**Head of Department, Sixth Form Tutor & Head of Sixth Form**

A letter will be sent to the parents and student to invite them to a meeting to discuss ongoing issues. This policy will be enclosed again. An action plan detailing what must happen to resolve these issues will be drawn up at the meeting. If parents are unable to attend, then the meeting can either be rescheduled, or take place as scheduled with the student concerned. Additional monitoring structures will be put into place.

Parents and student are subsequently invited to the scheduled review meeting of Stage 2. Possible outcomes are:

1. Concerns raised in Stage 2 have been rectified. The review meeting will agree either:
 - No Monitoring is required and student moved back to CES Stage 1.
 - Monitoring to continue for a further agreed period of time at which stage there will be a further review.
 - Should concerns re-emerge in the future, then the process would start from Stage 2.
2. Concerns raised in Stage 2 have been partially rectified, and there is sufficient improvement for the student not to move to Stage 3. However, the student will remain at Stage 2 for a further period of review with an amended action plan.
3. Concerns raised in Stage 2 have continued, the student will therefore be moved to Stage 3.

Stage 3/Letter 3:**Head of Department, Head of Sixth Form and Head of Secondary**

Where the issues raised in Stage 2 are not resolved, or other concerns arise, then a third letter will be sent confirming the current situation, and inviting the parents and student in for a meeting on future options. This policy will be enclosed again.

The student will be monitored through a subject report or year report as appropriate and a final review date set. Measures to further help the student will be initiated by the Head of Sixth Form

Parents and student are subsequently invited to the scheduled review meeting of Stage 3. Possible outcomes are:

- 1.** Concerns raised in Stage 3 have been rectified. Should concerns re-emerge in the future, then the process would start from Stage 3.
- 2.** Concerns raised in Stage 3 have been partially rectified, and there is sufficient improvement for the student to remain at Stage 3 for a further period of review.
- 3.** Concerns raised in Stage 3 have continued. The student will therefore be removed from the course and a revised study plan will be implemented.