



## PROGRESSION POLICY FOR 16-19 STUDENTS

Post of member of staff responsible:

Deputy Head Teacher for Sixth Form

It is Stepney Green Sixth Form's aim that all students enrolled at the Sixth Form will complete their two-year Study Programme successfully. All Stepney Green Sixth Form students are supported to make the right course choice and almost all make excellent progress.

The purpose of this policy is to set out the criteria that might raise concerns about a student's progress from Y12 to Y13 and to outline what the sixth form will do to alert a student and their parents to the fact that they are not progressing and could therefore be at risk of not achieving to their full potential. This is to ensure the student's best interests are met. No student should waste a year.

### 1. Y12 STUDY PROGRAMMES AND INTERNAL EXAMINATIONS

**1.1** All students joining Stepney Green Sixth Form go through induction at start of Year 12 and are carefully monitored to make sure they are coping with the new demands of their Sixth Form Course. Students need to complete this qualifying period by passing the induction period.

During the qualifying period, students can change their courses - subject to entry requirements, availability and allowing sufficient time for the course changes to be processed ahead of the School Census data input. The deadline is the end of week 3. After this date a student will not be able to choose to change their course. During the qualifying period it is expected that students follow Stepney Sixth Form Standards to the full

**1.2** 16-19 students are enrolled at Stepney Green Sixth Form to follow a full-time Advanced level or BTEC Study Programme (4 subjects minimum for A level study).

**1.3** Our aim is to support progression to Year 13 on an appropriate Study Programme by offering guidance to all students before and after the publication of internal examination results in June of Year 12. This is to enable students and parents to review their Year 13 Study Programme in the light of their results and progression plans. Very occasionally a student may demonstrate through ongoing internal assessments that they have made very little progress on a course though consistently achieving U or E grades. This can happen for a number of reasons:

- Either a student fails to demonstrate a commitment to their learning either through persistent lack of effort and/or poor attendance.
- Poor attendance through ill health or other extenuating circumstances.
- Sometimes we see a student, despite reasonable levels of effort, failing to make progress, and this can sometimes just be because it was the wrong choice of A level.

In these situations, the Sixth Form team may not recommend progression to year 13, because in our experience, this progression is not going to lead to the outcomes for students that match their future plans. In this situation we will invite the student and their parents into discuss alternative options. These options could include starting one or more new A levels in year 12 (see 3.3). Government funding rules mean that students cannot retake the same A levels in year 12 unless there are exceptional circumstances (see 3.5). If there are exceptional circumstances, then a student's request will be considered on a case by case basis.



**1.4** Students continue on all courses as linear two year A level courses if they have met all expected standards in year 12 including those relating to attendance. Students not meeting standards in year 12 will have had a series of progression interviews that would have involved meetings with parents. Hence, parents will have been made aware of any concerns regarding progression well before the end of year 12.

**1.5** Following the End of Year 12 Examinations (AP3 ) further Progression Interviews will be triggered if one or more of the following criteria are not met, even if concerns had not arisen earlier in the year:

- The student has not demonstrated a minimum 96% attendance and punctuality to lessons, tutor time and assembly during their first year at sixth form (allowing for authorised absence).
- The student has not demonstrated at least good effort during their first year at sixth form, including completing set tasks and assessments in each subject satisfactorily.
- The student has not passed one or more of the internal end of Y12 examinations in their linear A level subjects
- The student has not gained a pass in the internal coursework units for their year 1 BTEC subjects

**1.5** If the student does not make improvements to their learning or progress during the year between Assessment Points 1 and 2, Stage 2 of the Progression Interview may be appropriate for the student. At Stage 2, the parents/carers will be contacted and a meeting will be arranged to offer information and guidance to both parties. This guidance will depend on the feedback from individual teachers and the student's best interests (eg career goals, university progression, wellbeing, medical health etc).

**1.6** Stepney Green Sixth Form will offer a range of support to best meet the needs of the individual, such as extra study support sessions, tutoring, academic mentoring and guidance on access arrangements etc. Such students will be monitored closely by their teachers, alongside their tutor.

**1.7** Progression Interviews will be individualised and specific to the students' needs.

## **2. Y12 SPRING PROGRESS REVIEW**

**2.1** If, at the time of the February Progress Review (Assessment Point 2) in Year 12, there is serious concern over a student's commitment and/or academic progress, it may be appropriate to issue a student Progression Interview, outlining clear expectations to be met and specific learning targets to be achieved before the end of the Year 12, in order to ensure progress.

**2.2** Should the Progression Interview reach stage 2 or above parents/ carers will be invited to discuss the student's achievement (please see 1.5).

## **3. Y12 INTERNAL EXAMINATIONS**

**3.1** Internal Y12 Examinations will be set and marked by all subjects in the sixth form. These examinations will typically be taken in a formal examination setting with invigilation replicating an external examination experience. Whenever possible, all subjects will be setting Advanced Level equivalent papers for the proportion of the full A Level course content that has been covered by the examination date. Full BTEC examinations will also be set.

**3.2** The minimum Study Programme in Year 13 will consist of three full A-level courses or equivalent BTEC courses.



**3.3** In exceptional circumstances, individuals on two year courses may be offered a three-year study programme, for example, where significant illness has led to a poor grade but where the subject department supports continuation due to a strong set of in-year recorded assessments or other significant evidence base. There will be circumstances outside the control of the student or institution, such as a period of long term sickness. A student will need documented evidence to prove the circumstances. Such decisions will be at the discretion of the Sixth Form Deputy Headteacher or Headteacher after consideration of each individual case.

Likewise, the Sixth Form Deputy Headteacher or Headteacher may authorise a student to follow a Study Programme below the normal minimum requirement outlined in 3.2 above, in the light of other similar exceptional circumstances.

Students who complete a Level 2 BTEC one year course commonly progress to Level 3 BTEC two-year course. Consequently, students on this pathway complete three years in the Sixth Form.

**3.4** Please note that students with EHCP have the right to complete the Year 12 program over a longer period of time and reasonable adjustments will be made to accommodate their additional needs if required.

**3.5** A student will not be allowed to restart a Y12 Study Programme with the same subjects at the Stepney Green Sixth Form unless there are extenuating circumstances, such as significant illness, which have prevented the student from completing their Year 12 course successfully. Such decisions will be made at the discretion of the Sixth Form Deputy Headteacher or Headteacher in the light of the circumstances and advice received from the tutor, Head of Year and subject staff.

**3.6** Appeals regarding any aspect of the applications or progression process must be made in writing to the Sixth Form Deputy Headteacher or Headteacher.

#### **4. EXTERNAL APPLICANTS WISHING TO RETAKE YEAR 12**

**4.1** External students who wish to retake Year 12 can only be considered after the enrolment and admissions procedures of all applicants that applied by the deadline in January of that year has been completed. If there are spaces available after this point, external applicants wishing to retake Year 12 may only be enrolled onto new A Level or BTEC subjects. External students cannot be enrolled on that subject and they must select an alternative course (specific individual subject entry requirements based on prior GCSE attainment must be met).

## APPENDIX 1

Students in the sixth form are subject to the same behaviour expectations as the lower school with the following exceptions:

- Sixth formers are allowed to bring mobile phones to school, although they should not be taken out on the lower school site. These can be used in the designated areas only on the 6th form site.
- Sixth Formers are permitted to leave the school site at lunchtime.
- Sixth Form students are permitted to study in the Independent Study areas – outside of normal school timings.

In addition to these expectations the Sixth Form Team have developed a process that is designed to hold sixth form students to the highest of expectations regarding their attitude to their learning. This Progress Interview Process has been designed to give students the maximum opportunity to succeed and to achieve their full potential by encouraging them to take personal responsibility for their learning.

The process is incremental, with primary responsibility for monitoring students' progress and intervening to address underachievement resting with the subject department. The process is an early intervention strategy, which can be used to address a wide range of issues including a student's lack of progress or motivation, poor behaviour or attendance.

- The process is supportive and involves students being set SMART (Specific, Measurable, Achievable, Realistic and Time Specific) targets to help them focus on addressing the issue that is affecting their progress.
- Parents and carers will be notified when students have been referred to Stage 2 or 3, and will be either invited or spoken to on the phone for Stage 2 interviews and must attend stage 3 interviews with students.
- Stage 1 should not be used immediately there are concerns – a teacher should address the issues informally in the first instance and move to stage 1 once they feel this approach has not been successful.

**Progression Interview:** Students will be set specific goals to help them develop their understanding with appropriate support or goals that are much more linked to improving skills for learning and holding students to account for their progress. Targets must be SMART. This support can be evidenced using SIMS.

<p><b>Stage 1: Initial Concern</b></p>	<ul style="list-style-type: none"> <li>• <b>Subject teacher</b> arranges a meeting with the student to discuss their concerns and set SMART targets.</li> <li>• Teacher and student record targets (maximum of three targets) on <b>Subject Support Plan (SSP)</b> and emails to student and tutor.</li> <li>• At the end of the Stage 1 meeting, the subject teacher and student should <b>arrange a date for a review meeting</b> to discuss progress towards targets (usually two weeks later).</li> <li>• Parents should not be contacted at this stage.</li> <li>• At the review meeting, teacher and student record on SSP how much progress students have made towards their targets</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• If targets have been met: No further action.</li> <li>• If targets have been partially met: New targets can be set and Stage 1 repeated.</li> <li>• If targets have not been met: Refer to Stage 2.</li> </ul>
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<p><b>Stage 2: Ongoing Concern</b></p>	<ul style="list-style-type: none"> <li>● <b>Subject teacher</b> refers the student to <b>Department Key Stage 5 Leader (DKS5L)</b> or <b>Head of Faculty (HoF)</b>. This should only happen after Stage 1 has been completed.</li> <li>● DKS5L/HoF meets with students to discuss concerns, identify reasons for previous lack of progress and to set new targets. Parents/carers should be invited to this meeting or spoken to on the phone to inform them of the outcome of the meeting.</li> <li>● DKS5L/HoF and student record new targets on <b>Subject Support Plan (SSP)</b>.</li> <li>● DKS5L/HoF informs tutor and makes sure they are aware of students' targets, which should also be sent to the relevant members of the Sixth Form team (the appropriate tutor and Head of Year 12 or Head of Year 13).</li> <li>● At the end of the Stage 2 meeting, the DKS5L/HoF and student should <b>arrange a date for a review meeting</b> to discuss progress towards targets (again usually two weeks later).</li> <li>● At the review meeting, DKS5L/HoF and student record on <b>Subject Support Plan (SSP)</b> how much progress students have made towards their targets.</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>● If targets have been met: No further action.</li> <li>● If targets have been partially met: Student referred back to subject teacher.</li> <li>● If targets have not been met: Refer to Stage 3.</li> </ul>
<p><b>Stage 3: Serious ongoing concern about the risk of failure</b></p>	<ul style="list-style-type: none"> <li>● <b>Department Key Stage 5 Leader (DKS5L)</b> or <b>Head of Faculty (HoF)</b> refers student to relevant member of <b>the Sixth Form Team</b> (this should only happen after Stage 2 has been completed).</li> <li>● Member of Sixth Form Team meets with students to discuss concerns, identify reasons for previous lack of progress, to set new targets and to sign a <b>Pastoral Support Plan (PSP)</b>. For progress interview alternatives to continuing the subject are explored to see if an agreement to discontinue the subject can be reached.</li> <li>● Parents/carers will be invited to this meeting and fully involved in discussion about students' progress, so that they are in a position to support students.</li> <li>● Member of Sixth Form team and student record new targets <b>Pastoral Support Plan (PSP)</b>.</li> <li>● Sixth Form team inform tutor, subject teacher and DKS5L/HoF and make sure they are aware of students' targets.</li> <li>● At the end of the Stage 3 meeting, the Sixth Form Team and student should <b>arrange a date for a review meeting</b> to discuss progress towards targets.</li> <li>● At the review meeting, Sixth Form Team and student record on <b>Pastoral Support Plan (PSP)</b> how much progress students have made towards their targets.</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>● If targets have been met: Student referred back to subject teacher.</li> <li>● If targets have been partially met: Student referred back to DKS5L/HoF.</li> <li>● If targets have not been met: Student referred to Deputy Headteacher for Sixth Form for first stage of procedure to discuss alternative options to continuing with the subject or course in question.</li> </ul>



<p><b>Stage 4: Serious and sustained concern about the risk of failure</b></p>	<p><b>Progress interview</b></p> <p>Sixth Form Deputy Headteacher will meet with parents/carers and the student to outline the support already put in place and discuss the lack of progress despite this support and student’s efforts. The Sixth Form Deputy Headteacher will discuss the available options with the student and family). The purpose of this meeting is to increase the chances of a student making good progress, and to consider the life chances of the student.</p> <p>Disciplinary Stage 1: Deputy Headteacher warning.</p> <p>Disciplinary Stage 2: Head Teacher Warning</p> <p>Disciplinary Stage 3: Alternative course – referral to careers guidance. Withdrawal of place.</p>
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The expectation is that exclusions from the sixth form will be very rare and will only occur in cases of serious behaviour issues or where a student persists with a poor attitude to learning and/or attendance to sixth form despite being set targets and being supported at each stage of the progress interview process and the subsequent disciplinary process.