

Student Status

All students will be awarded an intervention status of Support, Aspire or Achieve. The status is reviewed and updated with each data collection point. The intervention status aims to promote achievement and success as well as encouraging students to take pride in their appearance and act as role models throughout the academy.

		Status			
		Achieve	Aspire	Support	
Intervention		<p>Attends a meeting with their progress tutor to register once weekly.</p> <p>Only required to complete the basic Private study requirements in their subjects.</p>	<p>Initial meeting with PL, followed by weekly mentoring with progress tutor.</p> <p>Parents informed by letter.</p> <p>Students to complete a Weekly Progress Diary outlining additional Independent study completed. Signed by parents weekly and reviewed by subject staff & Pastoral Lead, fortnightly.</p> <p>Status reviewed half termly</p> <p>Attends a meeting with their progress tutor to register on two mornings weekly.</p>	<p>Biweekly mentoring with tutor</p> <p>Parental meeting with PL, Head of Sixth Form and subject staff as required.</p> <p>Daily Progress Diary to be completed every day outlining additional Independent Learning undertaken. To be signed by parents and subject staff weekly.</p> <p>To be reviewed weekly by the Pastoral Lead</p> <p>Status reviewed twice per half term.</p> <p>Register with their progress tutor every morning and show them the completed Progress Diary.</p>	
	Criteria	Attendance	Minimum 97%	97 - 93%	Below 93%
		Prediction	On course to achieve or exceed college target grade set	Up to two grades below target grades set	Three or more grades below target grades set
		Effort grades	No grades below A	No grades below B	Grades C and below
		Uniform	Rarely an issue No dress code reminders given	Usually smart No more than 2 dress code reminders given	Regularly fails to follow dress code. More than 2 dress code reminders issued

	Attitude to learning	<p>Rarely an issue No cause for concerns raised</p>	<p>Usually good attitude</p> <p>Cause for concern issued for temporary monitoring</p> <p>Attends intervention</p> <p>Weekly Progress Diary completed, reviewed weekly by tutor, and fortnightly by PL as it is necessary to reinforce need for progress.</p>	<p>Regularly fails to complete work to the required standard.</p> <p>More than one cause for concern issued or failure to respond to interventions from CFC1</p> <p>Fails to attend intervention</p> <p>Meeting with Head of Sixth Form, Pastoral Lead and parents as expectations need revisiting.</p> <p>Daily Progress Diary completed and signed weekly by all subject staff, PL and parents as it is necessary to reinforce need for progress.</p> <p>If no improvement – move to panel interview to discuss future at sixth form.</p>
	Wellbeing	<p>No wellbeing issues requiring support for learning</p> <p><i>A personalised support plan will be put in place</i></p>	<p>Moderate wellbeing issues requiring support for learning</p> <p><i>A personalised support plan will be put in place</i></p>	<p>Significant wellbeing issues requiring ongoing support to maximise learning</p> <p><i>A personalised support plan will be put in place</i></p>

Attitude to learning & effort

As a college we believe in developing the right attitude to learning in our students. This work ethic and resilience is crucial to success in all areas of life. All learners will be supported and encouraged to develop the right vision and attitudes. Learners are judged on their attitude at all data points and this will form part of their status placement. Our attitudes are set out below:

	<u>Achieve</u>	<u>Aspire</u>	<u>Support</u>	<u>Serious concern</u>
<u>Vision</u>	<p>Aspire criteria plus: Has an actionable plan in place to ensure success</p> <p>Makes connections to previous learning and is curious</p>	<p>Knows what they want to achieve Asks questions to help understanding</p>	<p>Tends to procrastinate</p> <p>Needs support to work towards medium & long terms goals</p>	<p>Shows little interest in the subject</p>
<u>Effort</u>	<p>Aspire criteria plus: Sets proactive tasks to complete in between lessons</p> <p>Works in high effort spaces Maintains focus throughout lessons</p>	<p>Completes all tasks (classwork and private study) to the best of their ability</p>	<p>Is satisfied / content with below potential progress. Needs support to increase effort levels</p>	<p>Has failed to respond to support and intervention strategies</p>

Systems	<p>Aspire criteria plus: Reviews files and learning materials regularly</p> <p>Creates checklists to help organise learning</p> <p>Gaps in notes are identified and filled</p> <p>Allows time for feedback prior to coursework deadlines</p>	<p>All work is well organised</p> <p>Deadlines are always met</p> <p>Is well equipped/prepared for lessons</p>	<p>Deadlines are sometimes missed</p> <p>Needs support to improve organisation</p>	<p>Deadlines are regularly missed</p> <p>Organisation is severely inhibiting progress</p>
Practice	<p>Aspire criteria plus: Reviews progress and focusses on weaknesses</p> <p>Practices skills required to be successful</p> <p>Retrieval and revision is an ongoing process</p>	<p>Attempts past paper / exam style questions</p>	<p>Reliant on repeated patterns of GCSE preparation that focus predominantly on learning content.</p> <p>Needs support to identify, and practise the relevant skills.</p>	<p>Does not know how to revise or practise key skills</p>
Attitude	<p>Aspire criteria plus: Seeks out help, creates support networks.</p>	<p>Responds positively to feedback / setbacks</p> <p>Attends lessons on time with a positive attitude</p>	<p>Compares themselves unfavourable to other students</p> <p>Punctuality may be a problem</p> <p>Needs support developing resilience</p>	<p>Attitude is inhibiting progress</p>

Panel Interviews

To ensure that all students are successful we have procedures in place to intervene early with the aim of improving student performance and motivation.

The KS5 support and Guidance team will hold regular panel interviews. Students may be called to a panel interview if they have been identified as a cause of concern in one or more of the following areas:

- Attendance (Below 90%)
- Attainment (underachieving even after support and intervention)
- Attitude to learning grades consistently below C over two data sets
- Failure to respond positively to support through missed LRC sessions / intervention sessions despite intervention from PL, HoS and parental involvement

Parents will be informed and invited to attend the panel interview to discuss whether their son/daughter continues at the Sixth Form College and what conditions are in place if they do.

Panel Interview Process

