



## Key Stage 5 Policies

### Organisation Policy

One of the key factors that hinder the transition of the students into Year 12 is a lack of organisational skills. This not only slows their development as independent learners, but makes it more difficult for students to meet deadlines, organise work effectively to aid revision and be structured in their approach to learning.

Consequently we will be taking significant time as a sixth form tutor team to aim to “train” the students in the first couple of weeks with regard to their organisational skills. We need all teaching staff to support and adhere to the following guidelines in order to help our students transition well at post 16:

- All students in all subject areas, where appropriate, are to work in folders to help provide a distinction from KS3 and 4.
- Students should have separate folders for separate subjects.
- Dividers should be used to separate units, additional research and there must be a section where all assessment work is stored.
- Student folders **MUST** also include a flight path to show progress towards their target. This should highlight progress check estimated grades and internal assessments undertaken.
- The assessment section is essential for all students as this will enable staff to display progress. It should contain all assessments undertaken with written feedback therefore enabling students to display how they have acted on advice given. **This feedback will be using the whole school system of WWW, EBI.**
- Heads of Department are responsible for monitoring this within departments and form tutors will provide an overview.
- All students should be fully equipped for lessons. Please contact the form tutor of the student if this is not the case.
- Deadlines should be clear and fixed (although exceptional circumstances may mean some are altered at times).
- For official coursework/portfolio work the Sixth Form will operate a coursework “Drop Box” system similar to that which operates in universities. If departments inform the Sixth Form team of the day and time that work has to be completed by then we will open a box where work can be handed into and signed off in the week preceding the deadline. We will close the box on the deadline and hand all work to departments. **Students who have failed to meet this deadline will then receive a written warning from the HOD and contact home prior to the intervention of the Sixth Form team.**
- Punctuality and attendance are essential. If students are falling short in these areas then please inform Julie Bateman so that these students can enter the attendance process.
- Where students are late to the lesson please ensure that you enter a late mark on the register so that things can be followed up. **After 3 late marks students will need to attend an “Academic Catch Up” session one evening from 3.30-4.30 in order to catch up on work missed through lateness.**

## **Rewards Policy**

Students at KS5 tend to receive less positive feedback and rewards than students at the other key stages, but are no less encouraged by it when it is received. All departments are encouraged to develop their own rewards policy at KS5, catering it to their needs and their classes. **However this should be in addition to the following:**

- Regular verbal praise in lessons
- The use of **WWW** where appropriate
- The use of Positive Postcards
- Contact home by letter or phone
- The use of the comments box on progress checks
- Informing HOSF, DHOSF, Sixth Form professional tutor where a Sixth Form Commendation is deserved.
- Nomination of a student for the awards evening

Ultimately one of the greatest things that the KS5 students crave, is to be treated in a different manner to that experienced in KS3 and KS4. This involves a change in language and relationships which in itself is highly valued by the students. Please endeavour to strike this balance at all times. Obviously a tension exists in that the students may not behave differently to KS3/4 and therefore it may be felt that they don't warrant different treatment. However a shift needs to be made at some point and that shift needs to come initially from staff to give the students the opportunity and incentive to rise to it rather than staff waiting for it. **It is entirely possible to have high expectations whilst establishing a different kind of relationship with KS5 students which would be our expectation.**

## **Marking Policy**

By KS5 assessment, work completion and marking becomes increasingly diversified but departments need to stick to the following key principles:

- Use of **WWW** and **EBI** in feedback
- Feedback to the students on work handed in within **2 weeks**
- Opportunity for students to respond to suggestions and make improvements – Purple pen time is also appropriate at KS5
- Redrafting/recompletion of work which is well below standard
- Grades A-U to be used

## **Uniform and Conduct Policy**

Students in the sixth form do not have to follow a particular uniform code, but are expected to dress in a respectful and appropriate manner. If you feel that a student is contravening this mutual agreement then please inform the HOSF, DHOSF, or Sixth Form Professional Tutor. Good classroom manners are expected at all times and as such students would not be expected to wear coats or hats in classrooms.

Additionally, unless it forms part of your plan for the lessons, students should not be using mobile phones in classrooms. If after being asked to put their phone away, a student persists in using their phone then the member of staff should remove their phone for the lesson and contact the Sixth Form Professional Tutor.

Unless staff have arranged it as part of the lesson students should not eat in the classroom during lesson time, unless they have been working as a lunchtime supervisor that day.

## **Homework Policy**

- The students and their parents are instructed at the start of Year 12 that on average students will receive four hours of homework per subject per week.
- Departments need to timetable and distribute this work between the 2 staff delivering the subject to ensure a manageable timetable of work is set.
- Homework should be varied and aim to extend knowledge, encourage independent learning (research, reading around the subject etc.) and provide essential exam practise. Please partition your timings of homework to ensure that students understand and make the most of this.
- A planned sequence of work for students taking resits is essential also. Please identify these resit students early.
- **Students missing deadlines in a subject area should receive an initial informal verbal warning from the subject teacher followed by a written warning from the HOD if the situation occurs again (parents and form tutor also to be informed). Please record these interventions using e portal.**
- **If the problem persists then the Sixth Form Team should be informed and a formal warning will be issued by the Head of Sixth Form. Further issues will result in parents being invited into school with the student at risk of being asked to leave.**
- The failure of students to meet deadlines should be recorded as a 3 or 4 on the 5 weekly progress checks and should be accompanied by a phone call home.
- Students agree to a learning contract at the start of the year and are aware of the expectations placed upon them.

## **Attendance Policy (For Students)**

### **Reporting Absence – NOTIFY AND AUTHORISE**

In EVERY case of absence you must **NOTIFY** us that you will be absent for the day or part of the day and then on your return **AUTHORISE** your absence as follows:

#### **In case of illness – NOTIFY**

You or your parents must inform the school if you are unable to attend lessons for part or all of the day you are absent. Please ring on 01377 232365 (direct dial – please write this number down somewhere by your phone) or call the mobile on 07855 224487. Calls will be made to the school from 8.45am to 10.30am or if necessary a message left on voice mail at an earlier time. If you are also absent the following day, there must be a call for each day of absence.

#### **On returning to school following absence – AUTHORISE**

On return to school, go to Miss Bateman on the morning of return. You can “self-certify” your absence in certain conditions (see below) OR authorise your absence to include a letter from a parent or responsible adult. **THIS WILL AUTHORISE YOUR ABSENCE.**

You will be allowed a maximum of 3 episodes of self-certified absence per term (each episode for self-certification must be no longer than 3 days), or 10 days of self-certified absence per school year after which you must bring supporting evidence such as a letter from parents or a doctor’s note.

**If you know that you are going to be absent** Notify Miss Bateman before the absence takes place. For this absence to be authorised, evidence of the absence must be produced **ONLY BEFORE THE EVENT** (see Appendix 1: Examples of Authorised and Unauthorised absence with examples of the type of evidence required to support an authorised absence).

## **Failure to adhere to the attendance policy will result in the following consequences:**

- 1) Initial letter to parents and form tutor involvement expressing concern.
- 2) Sixth Form Leader's intervention including strict monitoring process with formal warning sent home.

Parents invited into the Sixth Form with consideration of your place in the sixth form

## **Monitoring and Evaluation Policy**

### Targets

Target are set from the start of Year 12 using the Level 3 Value Added Ready Reckoner. The student APS at GCSE is used as the baseline data and this is used to produce subject specific end of key stage targets. Each target produced by the ready reckoner is rounded up to the next grade to add further aspirational stretch for the student. These targets are discussed at the start of the year with the student's form tutor **and may be raised in discussion with the student, but no moderating down of the target is allowed.**

### Data Production

Staff have access to the AS and A2 ALPs report and SISRA and Level 3 value added graphical analysis, incorporating the progress checks undertaken during the year to monitor estimated grade against target and the student's effort levels and ability to meet deadlines.

### Use of Data

In all conversations with the sixth form team, departments are required to have a good understanding of their student's individual UMS marks and additional internal data including the 5 progress checks that occur during the year and any other assessments carried out within departments. The student planners have the facility for students to record and track this information after their mentoring sessions with tutors.

### Intervention Cohorts

**Year 13** - Students with the potential of obtaining 3 x A\*-A to be mentored by HOSF on the "Aim Higher" programme.

Students in danger of gaining grade E-U monitored by HOSF/DHOSF  
After the progress checks students are identified as being "close to the grade" (i.e. are within reasonable distance of their target and therefore represent an opportunity to add value with specific minor interventions). Departments are expected to intervene with these students.

Additionally departments are issued with a list of students who are two grades below their target grade. These students need a specific intervention programme from the department and will also have individual 1:1 conversations with the HOSF/DHOSF.

Where serious concerns are evident in this cohort, students and their parents will be invited to an "Intervention Evening" for an appointment to discuss progress. HODs are invited to contribute on these evenings

Departments are to be aware of Y13 students who are short of the next grade above by a narrow UMS margin to ensure focus is given to improve grades in the coming summer.

**Year 12** – Initially those students with low GCSE average points scores are monitored to ensure that they are studying appropriate courses and to support their transition from GCSE.

After each progress check students are monitored for their approach to deadlines and attitude to learning and four cohorts are again established.

The most able students - are monitored by HOSF on the "Aim Higher" programme. Students who are identified as being "close to the grade" (ie are within reasonable distance of their target and therefore represent an opportunity to add value with specific minor interventions). Departments are expected to intervene with these students.

Students who are two grades below their target grade. These students need a specific intervention programme from the department and will also have individual 1:1 conversations with the HOSF/DHOSF.

Students at risk of failing to obtain a grade – Monitored by HOSF and DHOSF

### Progress Checks

These are conducted roughly every five weeks throughout the year and offer a regular opportunity to feedback to students and parents, as well as allowing heads of departments and the sixth form team to monitor progress.

Students are presented with an estimated grade which represents the teacher's judgement of their final grade based on current progress. This is reported against their target.

Students also receive a grading 1-4 based on their attitude to learning and their ability to meet deadlines.

When students receive a grade 3 or below staff will have already spoken to the student to explain why they will be receiving a 3 and will have contacted home. If students receive a 3 in more than one subject area then their form tutor will intervene by contacting parents and working one to one with the student. Students receiving many grade 3s and 4s will have an intervention meeting with the HOSF or DHOSF who will set individual targets.

### Tutorials

Students each have an individual tutor who they report to three times a week. They will meet as a large group once a week to receive key notices and discuss the issue of the week. At other times students will receive specific input regarding study skills and have more in depth discussion regarding progress and preparation for examinations and coursework completion. Tutor groups are created on a subject basis with all students therefore having access to a tutor who teaches in one of their subject areas. Staff and students have access to a progress file in the student planner where they can log data and set targets following discussions with tutors after progress checks.

## Teaching and Learning Policy

Our desire is to produce a post 16 learning environment that is innovative and engaging. Classrooms where the students are challenged and stretched and where aspirations are high. In order to enable this to happen the following strategies take place:

- **Sixth Form Teaching and Learning Group** – A voluntary group to meet regularly on a Monday in a group headed by the DHOSF to discuss and implement the latest developments in teaching and learning. This group provides the facility for information to be disseminated to departments and ensures that teaching and learning in the 6<sup>th</sup> form remains high on the agenda. Curriculum meeting time has been set aside for this group to deliver specific information to departments to increase impact. The aim is also to encourage an open door policy between the members of the group to enable staff to witness and share good practise first hand.
- **“Discovering Sixth Form Teaching”** – This is a four week course offered at the start of the year to all staff who are new to teaching KS5 and staff who may be relatively inexperienced in this area. Departmental mentors are also invited so that the school has a consistent plan for how KS5 lessons should be delivered across all departments. Again informal observations are encouraged during the period of this course.
- **Start of Term Study Skills Unit** – A series of study skills sessions are delivered by tutors in the first weeks of term to help students make the difficult transition from Y11 – Y12.
- **“Breathing Life into the KS5 Classroom”** – This is a further four week course offered to those staff who are more experienced A Level teachers, but who may wish to engage with new ideas for the KS5 environment.
- **Student Audits** – A Student audit is available for departments to use to ascertain the range of teaching strategies employed at KS5.
- **Departmental Audits** – Documentation exists to enable departments to review their own provision at KS5. The role of the departmental SIG member is to lead these discussions to ensure that development is continual.
- **6th Form Review Week** – This occurs annually in partnership with the local authority to enable a tight focus on KS5 with unannounced “drop ins” occurring to gauge the quality of delivery at KS5.
- **KS5 Focus Groups** – These take place annually with separate reports being produced at different times of the year for Year 12 and Year 13. These produce formative discussions which impact of staff delivery and course choice.
- **6<sup>th</sup> form appraisal targets** – Where staff teach KS5 they are encouraged to include a KS5 target in their appraisal documentation to again ensure the high profile of KS5.
- **Sixth Form Vision and Policies** – A comprehensive set of documents exist to provide staff and students with a clear focus of expectations in order to ensure positive progress is made.
- **Work Scrutiny** – A work scrutiny document exists to enable clear and coherent monitoring of progress of the students.