

**CHOSEN HILL SCHOOL**

**Sixth Form Conduct and Achievement Short Guidance  
September 2017**

## **Rationale**

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university, apprenticeship, training or employment. Students are expected to work with a greater degree of maturity and to take fuller responsibility for their learning.

An essential part of preparing for life beyond Chosen Hill is developing and securing academic excellence, not just for the value of the qualifications themselves and the opportunities that these provide for the future, but in the development of good working habits. With these aims, we work to help each student reach their full potential both inside and beyond the classroom.

Chosen Hill provides all students with a wide range of opportunities and experiences and these too are essential in developing character and in ensuring that Sixth Form life is not only academically and personally challenging, but also enjoyable and rewarding.

The Sixth Form Code of Conduct sets out our expectation and is based on this desire to create a professional, scholarly, enjoyable and supportive learning environment in which all students are able to reach their potential. The Code of Conduct applies to all activities where the school is represented regardless of time or location – a student is as much a representative of the school on the way to it or at a social event as they are whilst on site. As role models, our students are expected to approach their time in the Sixth Form with:

- Integrity
- Commitment
- Courtesy
- Reliability
- Respect for:
  - Self
  - Others
  - race, culture, religion, gender and sexual orientation
  - learning and achievement
  - equipment, property and the environment

We know that the great majority of students more than meet our expectations in terms of good conduct and responsible, adult behaviour. Their maturity and leadership contribute greatly to the excellence of the school.

## **Peer mentoring**

All Sixth Form students will be expected to take part in subject specific peer mentoring as appropriate to their programme of study within and beyond their Learning Mentor group. Support and time will be provided during Learning Mentor sessions for this process.

## **Directed study**

The Directed Study supervisors will intervene where students find it difficult to plan and use this time maturely and a persistent failure to work diligently during study periods is taken as a serious

disciplinary breach and will be recorded and action taken of the same severity as if in a timetabled lesson.

All Sixth Form students are expected to sign the **Sixth Form Code of conduct & achievement agreement** at the beginning of each year. This is reproduced in their Planners and attached to personalised enrolment forms:

As a member of Chosen Hill Sixth Form I will:

- Aim for 100% attendance including all lessons, tutorials and Directed Study and follow school procedures for unavoidable absences and registration
- Maintain consistently good punctuality
- Use portable and fixed ICT equipment in accordance with the school's ICT Acceptable User Policy
- Follow the Sixth Form guidelines on the acceptable use of mobile phones
- In my use of Language and manner, at all times to show respect and consideration for others
- Follow all reasonable instructions by members of staff
- Care for the school and local environment
- Conduct myself at all times with honesty and integrity
- Show pride in my appearance, wearing the Sixth Form uniform correctly
- Show a pride in the school and the achievements of all students
- Support the school community in day-to day and larger events
- Have a commitment to peer support and/or leadership role in the school

To achieve my potential in my academic studies I will try my best to demonstrate:

- Preparation for lessons showing organisation, motivation and commitment
- A positive and consistent response to feedback
- Willingness to embrace challenges in and beyond the syllabus
- Ability to prioritise effectively and meet deadlines
- An honest awareness of own academic strengths and weaknesses
- Inquisitiveness and the ability to question critically
- High standards and aspiration in personal target setting
- Understanding of the importance of effort, practise and resilience in order to make progress with learning
- Willingness to take risks and seek support appropriately
- Collaborative working and contributing in discussions
- A Growth Mindset
- Appreciation of long term goals over short term results
- Effective use of independent study time

## Attendance

### Attendance Definitions

98-100% Expected

95-97% Satisfactory

Below 95%, but above 90% A cause for concern

Below 90% A serious cause for concern.

Student absence is monitored by KS5 administrator and concerns picked up by subject staff / LM in the first instance. All absence planned / unplanned must be communicated and recorded and work should be caught up in an appropriate timescale by the student.

96% - 100% attendance will be followed up by LM / Subject teacher (stage 1 concern)

91% - 95% by LM / ADoS or Faculty lead (stage 2) depending on nature of absence

85% - 90% by LM / ADoS / DoS (Stage 3)

Below 85% EWO / SPC involvement

Generally attendance concerns are not in isolation from achievement / well-being issues and require individualised support / intervention.

<b>COD E</b>	<b>DESCRIPTION</b>	<b>MEANING</b>	<b>Counts towards 90% attendance requirement?</b>
/	Present (AM)	<b>Present.</b>	yes
\	<b>Present (PM) including Games and Assembly</b>	<b>Present.</b>	yes
B	<b>Educated off site (NOT dual registration)</b>	<b>Approved educational activity.</b>	yes
C	<b>Other authorised circumstances (not covered by another code / description).</b>	Authorised absence.	No
W	<b>WORK PLACEMENT (i.e. pupil attending other establishment)</b>	<b>Approved educational activity.</b>	yes
E	<b>Excluded (no alternative provision)</b>	Authorised absence.	No
G	<b>Family holiday (not agreed, or days in excess of agreement).</b>	<b>Unauthorised absence.</b>	No
I	<b>Illness (not hospital based medical)</b>	Authorised absence.	No
J	Interview	Authorised absence.	Yes – if approved in advance
L	Late	<b>Present.</b>	Yes
M	<b>Hospital based medical appointments.</b>	Authorised absence.	No
N	<b>No reason yet provided for absence.</b>	<b>Unauthorised absence.</b>	No
O	Unauthorised absence not covered by any other code /	<b>Unauthorised absence.</b>	No
V	Educational visit	<b>Approved educational activity.</b>	Yes
P	Approved sporting activity	<b>Authorised educational activity.</b>	<b>YES if approved in advance</b>
R	<b>Religious observance</b>	<b>Authorised absence.</b>	YES if approved in advance.

S	Study leave	<b>Authorised absence</b>	No
H	Arranged family holiday	<b>Unauthorised absence</b>	No
K	In school but removed from lesson	<b>Present</b>	Yes
Q	Absent from lesson for authorised event in school	<b>Present</b>	Yes
T	Traveller absence	<b>Authorised absence</b>	No
U	Late after register closed	<b>Present</b>	Yes

## 4.2 Punctuality

The Sixth Form Administrator oversees Learning Mentor and electronic registration procedures for AM and PM registration. A late mark will be given where a student forgets to register in the morning or afternoon. Subject teachers maintain subject registers and minutes late are recorded.

Occasional lateness	Punctuality to lessons is reviewed at least each fortnight by the Sixth Form team. Any student with more than two late marks to lessons and/or AM and PM registration will receive a stage 1 warning
Pattern of lateness	Should this pattern be repeated in the following fortnight (two successive fortnights where 3 or more late marks have been recorded) stage 2 of the Sixth Form intervention will be invoked. Other patterns of very poor punctuality can lead to a stage of the intervention being invoked at the discretion of the Sixth Form team
Persistent lateness	Students who do not routinely have patterns of lateness, but nevertheless have a number of late marks in excess of the termly tolerance will be reviewed and a final decision made by the Sixth Form team about whether or not to apply the Sixth Form intervention

## Core hours

For all Year 12 students, core hours are from 08.25 until 15.05 Monday to Friday. For all Year 13 students, core hours are 08.25 to either 13.15 where a lesson has not been timetabled during period 5, or to 15.05 where a lesson has been timetabled.

All Sixth Form students are able to leave the school site during lunch breaks if their attendance is not required by a member of the Sixth Form team or a subject teacher/Head of Faculty. Where The Director of Sixth Form or Year Lead feel it would be useful as a support mechanism, we reserve the right to extend a Year 12 or 13 student's core hours and/or specify a greater proportion of supervised Directed Study sessions.

## Rewards structure

The school rewards systems can all be used for Sixth Form including issuing merits, commendations, postcards and positive contact home for example. In addition to this is a reward structure distinctive to the Sixth Form.

Modelled on the International Baccalaureate, our Sixth Form 'Community, Action and Scholarship at Chosen Hill Baccalaureate (CAS@CH Bac) Aims to recognise and reward students, while giving

them a tangible and motivational goal. Assessed over two years, three levels are possible Gold, Silver or Bronze. This structure is explained on P.5

## Rewards and Celebration

CAS@CH Bac Award level	Community	Action	Scholarship
<b>Bronze award</b>  Student receives: <ul style="list-style-type: none"> <li>a formal certificate with recognition of achievements.</li> <li>an appropriate contribution to the club / charity of their choice</li> <li>a Bronze award badge.</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>taken on a role as a peer mentor within or beyond Sixth Form.</li> <li>Supported at least three school events such as Open Evenings / guiding / interview panellist</li> <li>taken part in house event(s)</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>taken part in music – drama productions / represented the school in a sports team or debating team or subject based competition.</li> <li>coached or supported a club in school or out of school / Involved in a charity event in or outside school etc.</li> </ul>	student will have: <ul style="list-style-type: none"> <li>met all of their academic targets</li> <li>good habits of attendance &amp; punctuality</li> </ul>
<b>Silver award</b>  Student receives: <ul style="list-style-type: none"> <li>a formal certificate with recognition of achievements.</li> <li>an appropriate contribution to the club / charity of their choice</li> <li>an award towards equipment for study or training beyond Sixth Form</li> <li>a Silver award badge.</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>taken on a role as a peer mentor within or beyond Sixth Form.</li> <li>a responsibility role for at least three school events, as a senior prefect / subject champion / coordinator / team leader</li> <li>a leadership responsibility for house event(s)</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>achieved Silver award for Music or Drama and/or Represented the school at regional/ county level in sport or subject specialism</li> <li>coached or run a club in school or out of school / organised a charity event in or outside school etc.</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>exceeded academic targets (and/or) achieved A/B grades in all subjects.</li> <li>excellent habits of attendance &amp; punctuality</li> </ul>
<b>Gold award</b>  Student receives: <ul style="list-style-type: none"> <li>a formal certificate with recognition of achievements.</li> <li>an appropriate contribution to the club / charity of their choice</li> <li>an award towards equipment for study or training beyond Sixth Form</li> <li>a Gold award badge.</li> <li>their name recorded as achieving the Gold award in school honours list</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>taken on a role as a peer mentor within or beyond Sixth Form.</li> <li>a student Leadership role in the school demonstrating commitment across a number of whole school events.</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>achieved Gold award in Music / Drama or represented the school as Sports captain at County level / Individual National and/or International level sport or subject specialism involvement etc.</li> <li>demonstrated long term commitment to leadership of and direction of a team /</li> </ul>	Student will have: <ul style="list-style-type: none"> <li>exceeded all academic targets by at least two grades or A/A* in all subjects.</li> <li>exemplary habits of attendance &amp; punctuality</li> </ul>

		club / charity in or outside school etc.	
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Monitoring and celebration of achievements contributing to overall awards rests with Sixth Form Learning Mentors in the first instance and is an opportunity to share the wider successes of Sixth form students in a more consistent way within and beyond the Learning Mentor group.

#### 7.4 Uniform expectations

Sixth form Learning Mentors should remind students who choose to wear items of clothing or accessories which are not acceptable including hairstyle/colour and if they are unable to remove them, they should be given a warning (stage 1 concern) and expected to be correctly attired the following school day. For repeat offence, items should be confiscated and kept securely by the KS5 administrator for student collection at the end of the day. Parents should be informed and Stage 2 of the Sixth Form contract recorded. If there is a difficulty in resolving an issue with clothing and the student is not able to remedy it immediately, arrangements can be made at Stage 2 of the contract for a maximum period of one week. After this time, Stage 3 and parental meeting will be required.

### Uniform Expectations in the Sixth Form

**We are proud of the standard of uniform throughout Chosen Hill School, and expect that this high standard will be maintained in the Sixth Form. We rely to a very great extent on the co-operation of parents in our efforts to give students a sense of pride in their appearance, and pride in the school.**

*If you are unsure, do the sensible thing – ask us before you spend money or make a decision!*

<b>BOYS</b>	<u>Topcoat</u>	-	Dark colour only, not denim or leather.
	<u>Blazer (optional)</u>	-	Black (smart office wear)
	<u>Trousers</u>	-	Black (tailored – not jeans)
	<u>Jumper/Cardigan</u>	-	Black or grey (single colour)
	<u>Shirt</u>	-	Plain white, with top button and collar (for tie)
	<u>Tie</u>	-	Sixth Form tie
	<u>Shoes / Boots</u>	-	Sensible black or brown leather school shoes or low heeled boots

**Games Kit** White aertex type shirt, Black shorts/tracksuit bottoms  
1 pair of trainers

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<b>GIRLS</b>	<u>Topcoat</u>	-	Dark colour only, not denim or leather.
	<u>Blazer (optional)</u>	-	Black (smart office wear)
	<u>Skirt</u>	-	Black skirt (tailored) use arm's length when standing as a guide to length

<u>Trousers</u>	-	Black (tailored – not jeans or leggings)
<u>Shirt / blouse</u>	-	Plain white with top button and collar (for tie)
<u>Tie</u>	-	Sixth Form tie
<u>Jumper / Cardigan</u>	-	Black or grey (single colour)
<u>Shoes / Boots</u>	-	Sensible black or brown leather school shoes or low heeled boots
<u>Tights</u>	-	Black or neutral

**Games Kit** White aertex type shirt, Black shorts/skirt/tracksuit bottoms  
1 pair of trainers

In the Summer Term from Easter to July, a white polo shirt with the school crest may be worn. This polo shirt and the Sixth Form tie can be purchased direct from the Student Finance Office.

1. Make up, jewellery and hairstyles should be *discreet*, should meet health and safety guidelines and must fit the high standards of dress at Chosen Hill School. Any type of face jewellery is unacceptable.
2. All clothing and P.E. kit should be clearly named.
3. Use of mobile phones and other electronic devices is allowed in school at the student's own risk and in accordance to our ICT user guidelines and the Sixth Form Code of Conduct policy
4. A Chosen Hill or plain black or grey hooded top may be worn but not in lessons or for any formal school event. Coats, scarves and hats should be removed in classrooms and if seated in the dining area of the school canteen
5. Students whose uniform standard consistently does not meet our expectations will face sanctions according to our Code of Conduct and Achievement policy.

## Interventions

Sixth Form intervention has been classified into 5 stages, with 5 being the most serious.

We have matched typical concerns with an appropriate range of responses. This provides us with some flexibility in dealing with poor conduct and underachievement and allows us to take into account factors such as whether or not this is a first offence, whether or not it is likely to be repeated, the circumstances surrounding the offence and any special educational /health/mental health needs of students.

**A guide to interventions:** can be found on pages 9-10. This has reference to further documents supporting the Not yet On Track interventions. It is not a prescriptive list of conduct or achievement causing intervention – nor should it be considered as overriding a common sense and professional approach to individual circumstances. It is to aid consistency in appropriate support and interventions to ensure all students are given the maximum opportunity to achieve in all areas.

### Mobile phones and music devices:

Mobile phones, music devices or headphones may be used by Sixth Form students if unobtrusive, during private study and in some Directed Study sessions at the discretion of the Directed Study supervisor. Sixth Form students often use their phones as a quick reference device, calendar or to check emails or show my homework. These uses are perfectly acceptable and generally do not distract from learning. In lessons, electronic device usage is ALWAYS at the discretion of the teacher and should not interfere with the flow of the lesson or the engagement in group / class work.

Listening to music through headphones whilst working is not appropriate in a classroom or in any form of exam preparation. Students should respond to a gentle reminder if necessary by putting



devices away. If there is any concern that a student is not respecting this aspect of the Sixth Form Code of Conduct, a Stage 1 warning or Stage 2 and confiscation for the remainder of the session / day may be used. These must be documented and items confiscated for more than the remainder of the session must be securely placed with the KS5 Administrator for collection by the student.

### **Use of Detention**

Sixth Form students may require a great deal of structured support, especially initially. The use of detentions to support their time management in completing assignments is an appropriate intervention for a missed homework or deadline. These should always afford the student the opportunity to complete meaningful work, and should if possible allow for additional subject support if possible.

The length of the detention and the activity undertaken when in detention should be proportionate and appropriate according to the behaviour for which the sanction was imposed. Such detentions should be in line with stages 1 and 2 of the Sixth Form NyOT contract if during the school day or stages 3 and 4 if outside school hours.

Detentions should be undertaken in an appropriate room, usually a teaching room and supervised by the member of staff imposing the detention. Attendance at a detention should be recorded in the student's planner as a record that the detention was set and served.

### **Motorised Vehicles**

- Students must apply for a permit to bring a motorised vehicle onto the school site and sign the written declaration accepting the responsibilities entailed. The issued permit must be clearly displayed on the vehicle

Use of portable and fixed ICT equipment must be in accordance with the school's **ICT Acceptable User Policy**

### **Notes on Not Yet on Track Intervention**

At any NyOT stage, students may be issued with extension to the improvement plan IF justified by substantive movement towards meeting agreed targets.

If the student meets targets and moves to a lower stage of intervention and subsequently fails to meet expectations, they would move to the appropriate higher stage to avoid repetition.

A subject teacher or Head of Subject might refer a student directly to the Sixth Form team if they have previously been identified as a potential or actual cause for concern.

All matters relating to child welfare and safety should be reported immediately to the DSL, Mr Bardgett, Deputy Head, or to Deputy DSL Mrs Chodera

### Guide to 'Not yet On Track' intervention stages.

Stage and key staff	Examples of Conduct / achievement concerns	Examples of possible interventions
Examples of early informal intervention dealt with by the subject teacher / Learning Mentor	<p>The first or second instance of:</p> <ul style="list-style-type: none"> <li>• Failure to complete homework / Directed Study task</li> <li>• Poor diligence</li> <li>• Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately</li> <li>• Poor concentration or a lack of participation</li> <li>• Not being fully prepared for the lesson / tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Checking understanding / barriers to completion of task / conduct</li> <li>• Opportunity for further support</li> <li>• Opportunity to catch up in reasonable timescale</li> <li>• Alert LM / Subject staff as appropriate and/or for feedback</li> </ul>
<p>Examples of matters beginning to cause concern, dealt with by the subject teacher / Learning Mentor</p> <p><b>STAGE 1 NyOT Cause for Concern</b></p>	<p>Additional instances of:</p> <ul style="list-style-type: none"> <li>• Failure to complete homework / Directed Study task</li> <li>• Poor diligence</li> <li>• Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately</li> <li>• Poor concentration or a lack of participation</li> <li>• Not being fully prepared for the lesson / tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Opportunity to submit / re-submit work with an appropriate deadline</li> <li>• Level 1 Recorded on SIMS <b>with action</b> such as timescale agreed for resubmission / additional support arranged / Directed Study supervisor alerted etc.</li> <li>• LM informed if subject based</li> </ul>

<p>Examples that might result in referral to the Head of Subject by the subject teacher</p> <p><b>STAGE 2 NyOT Notice</b></p>	<p>Repeated occurrences of the above during a lesson or over a number of lessons</p> <ul style="list-style-type: none"> <li>• Defiance of the classroom teacher</li> <li>• Continued poor diligence in classwork or homework</li> <li>• Any matter that the teacher feels is serious enough to merit immediate intervention by the Head of Subject</li> </ul>	<ul style="list-style-type: none"> <li>• Not yet On Track stage 2 notice (department contract) issued to student copied to LM</li> <li>• Targets set for improvement</li> <li>• Parent/carer informed</li> <li>• Level 2 Recorded on SIMS with <b>action</b> such as link to NyOT stage 2 notice / constructive detention held / additional timetabling arranged with DS supervisors for subject catch-up etc.</li> <li>• LM hold supportive progress meeting with student &amp; record outcome (VESPA intervention)</li> </ul>
<p>Examples that might result in referral to the Sixth Form Team by the Head of Subject</p> <p><b>STAGE 3 NyOT First written warning</b></p>	<ul style="list-style-type: none"> <li>• Any matter that is clearly a contractual issue such as the failure to meet a coursework deadline or plagiarism</li> <li>• Defiance of the Head of Department</li> <li>• An instance where the Head of Department suspects that the issue experienced is not limited to their subject area</li> <li>• An instance where input from the subject teacher and Head of Department have not brought about improvement</li> <li>• Where an impending deadline, examination or other such necessitate a combined approach to avoid academic underachievement</li> <li>• Any matter that the Head of Department feels is serious enough to merit immediate intervention by a member of the Sixth Form Team</li> </ul>	<ul style="list-style-type: none"> <li>• First formal written warning NyOT stage 3 issued to student by Year Lead copied to LM</li> <li>• Level 3 recorded on SIMS with <b>action</b> such as link to NyOT stage 3 improvement plan / poor conduct restorative detention – community service etc.</li> <li>• Not yet On Track stage 3 meeting with Year Lead / student defining improvement plan <ul style="list-style-type: none"> <li>○ Targets and timescale agreed</li> <li>○ Support arranged for identified progress barriers</li> <li>○ Review meeting scheduled</li> <li>○ Parents informed / meeting if appropriate</li> </ul> </li> </ul>
<p>NyOT 3 review</p> <p>Student fails to meet agreed targets</p>	<ul style="list-style-type: none"> <li>• Serious underachievement is indicated in one or more subject areas</li> <li>• Deliberate and persistent failure to follow the Sixth Form Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Second and final Formal Written warning NyOT stage 4 issued to student by Director of Sixth Form copied to LM / YL</li> <li>• Level 4 recorded on SIMS with <b>action</b> such as arrangements for placement meeting / outside</li> </ul>

<b>STAGE 4 NyOT</b> <b>Second written warning /</b> <b>Placement meeting</b>	<ul style="list-style-type: none"> <li>Misconduct falling short of Gross Misconduct</li> </ul>	agency involvement / internal or external exclusion arrangements etc. <ul style="list-style-type: none"> <li>NyOT Stage 4 placement meeting with Director of Sixth Form and YL as appropriate / student / parent/carer reviewing improvement plan and considering options               <ul style="list-style-type: none"> <li>Revised targets and timescale agreed</li> <li>Further appropriate support arranged for identified progress barriers</li> <li>Review meeting scheduled</li> </ul> </li> </ul>
NyOT 4 review  Student fails to meet agreed targets  <b>STAGE 5 NyOT</b> <b>Place withdrawn</b>	<ul style="list-style-type: none"> <li>Serious underachievement is evident in one or more subject areas</li> <li>Continued failure to follow Sixth Form Code of Conduct</li> <li>Gross Misconduct</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal from subject and/or place in Sixth Form withdrawn</li> <li>Level 5 recorded on SIMS with action</li> <li>Student / parent / carer informed</li> <li>Referral to police / Governors Disciplinary Committee / Permanent exclusion as appropriate</li> </ul>

Format for NyOT Stage 2 notice (LM / department)

Not yet On Track Stage 2 Improvement Plan	
Student:	LM:
Subject:	Monitored by:
Date issued:	Review date:
Reason for NyOT 2 improvement Plan:	
Current performance Grade:	Review meeting
Target Grade:	
Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Additional information from Learning Mentor progress meeting:	
Review meeting outcomes:	
Review meeting date:	
Signed (Student) _____ Staff _____	

Format for NyOT Stage 3 Improvement plan

Not yet On Track Stage 3
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<b>Improvement Plan - First written warning</b>	
Student:	LM:
Subject(s):	Monitored by:
Date issued:	Review date:
A copy of this completed improvement plan will be given to a Sixth Form student and copied for their parent as appropriate. This should be considered a first formal written warning that if the agreed intervention and support is not followed by the student, a second and final written warning may be issued, and ultimately the student's place in at Chosen Hill Sixth form may be withdrawn. This can only be issued by a Year Leader in Sixth Form or member of the school Leadership Team.	
Additional information from NyOT stage 2 review meeting:	
Reason for NyOT 3 written warning:	
Current performance Grade(s): Target Grade(s):	Review meeting
Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Any additional factors / circumstances currently affecting student's ability to engage with intervention / support:	
Review meeting outcomes:	
Review meeting date: Signed (Student) _____ Staff _____	

#### Format for NyOT Stage 4 Placement meeting

<b>Not yet On Track Stage 4 Improvement Plan - Placement meeting</b>	
Student:	LM:
Subject(s):	Monitored by:
Date issued:	Review date:
A copy of this completed improvement plan will be given to a Sixth Form student and copied for their parent as appropriate. This should be considered a final formal written warning that if the agreed intervention and support is not followed by the student, the student's place in at Chosen Hill Sixth form may be withdrawn. This can only be issued by the Director of Sixth Form or another member of the school Leadership Team.	
Additional information from NyOT stage 3 review meeting:	
Reason for NyOT 4 Final written warning:	
Current performance Grade(s): Target Grade(s):	Review meeting

Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Any additional factors / circumstances currently affecting student's ability to engage with intervention / support:	
Review meeting outcomes:	
Review meeting date:	
Signed (Student) _____ Staff _____	

## **Staff key roles and responsibilities in Sixth Form Conduct & Achievement.**

### **Subject teacher**

- To maintain a positive and constructive working atmosphere inside and outside the classroom, modelling mutually respectful conduct and acknowledging students who meet high expectations in work ethic and conduct while quietly insisting all students aspire to this through academic and subject support. Alerting KS5 administrator of immediate attendance concerns. Communication with student and parents (including LM as appropriate) concerning praise and progress. Ownership of target setting and challenge. Intervention & support at stage 0-1 relating to subject progress (recorded at stage 1) additional support / liaison with LM / Subject lead / DS supervisors at stage 2 and above

### **Learning Mentor**

- Day to day monitoring of attendance and progress concerns as well as achievement and contribution to CAS@CH Bac. Liaison with subject staff / subject leads / KS5 administrator / DS supervisors & parents as appropriate, to support students as critical advocate. Maintaining structure of LM time including CPSHE and peer mentoring including progress conversations and monitoring Stage 1-2 NyOT interventions as appropriate. Liaison with KS5 Futures lead in completion of references and applications for all students as needed

### **KS5 Administrator**

- Provide administrative support for Sixth Form relating to recruitment, induction, taster sessions and enrolment processes. Maintain SIMS records on curriculum and attendance. To be first link for student concerns regarding subject changes or timetable and to liaise with

Learning Mentors and Assistant / Director of Sixth Form to support students. To be first line of contact for admission and attendance queries from parents and students, referring as necessary. To support communication within and outside school with appointments and meetings regarding student progress

### **KS5 Futures Lead**

- Coordination of the UCAS process including mapping relevant CPSHE programme, Introduction, skills development, IAG, application and reference processes. Supporting subject staff in the writing of appropriate subject references and Learning Mentors in support for students' personal statements and pastoral references. Lead parents' information on HE/UCAS. Liaise with outside providers regarding raising aspirations at (KS3/4) and 5. Support Yr 11 into 12 recruitment and induction arrangements. Conduct focus and support meetings for students struggling with progression

### **Subject Leaders**

- Set high expectations for effort, engagement and conduct on subject area. To monitor / analyse performance and progress based on challenging targets and timely differentiated support. To allow time in subject teams and faculty meetings to discuss KS5 learners' progress and ensure consistency in approach and high expectations in the context of the Code of Conduct & Achievement. To develop schemes of Learning appropriate to the subject and allowing for differentiation including the full range of prior achievement of students. To monitor and support students displaying achievement concerns within their subject or faculty area, communicating with parents/ carers and the relevant Sixth Form staff to develop coordinated support strategies. Supporting subject teachers with stage 2/3 of NyOT plans

### **Directed Study supervisors**

- To contribute to the culture of independent learning through small interventions, positive relationships and leading on aspects of induction and on-going study skills support. To support the monitoring of the Year 12 and 13 watch list of NyOT Level 1-3 and vulnerable students making sure these students are in additional study periods as required. To liaise with Sixth Form Learning Mentors and Assistant Director of Sixth Form regarding student referrals for additional or specialist support. To liaise with subject staff and using tools such as Show My Homework, VLE and specialist folders to support subject specific tasks including running and administrative organisation of work and logistics for Exam Hours. To oversee daily room changes and staff absence information for students, updating the information board and Live Register accordingly

### **Assistant Director of Sixth Form**

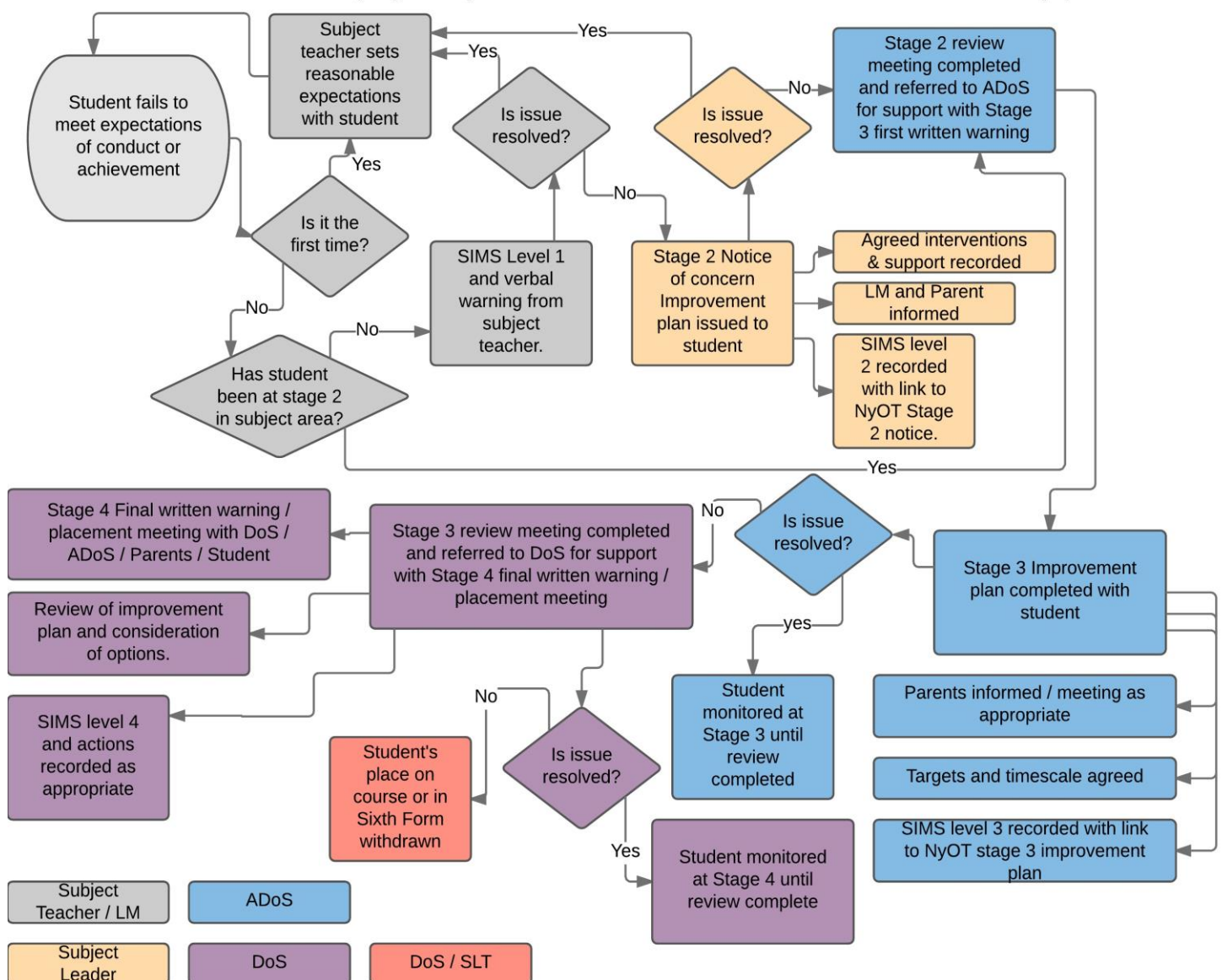
- Tracking of student progress across the Sixth form, liaising with Subject / Faculty Leads and instigating stages of the On Track intervention strategy as required by any

underachievement. To help secure the health and welfare of students through planning and overseeing delivery of a structured CPSHE programme in Sixth Form supported by the whole school CPSHE Lead. Recognising individual student pastoral needs and intervening when necessary in ways appropriate to the context. Supporting Sixth Form Learning Mentors in the use of A Level Mindset materials (Vision, Effort, Systems, Practise, Attitude) to support all students, specifically those identified as cause for concern on Stage 1/2 Not yet On Track, as part of their on-going performance review student meetings. To intervene with students reaching Stage 3 Not yet On Track, referring for additional support with Directed Study supervisors and/or involving parents/carers in producing and monitoring a NyOT target plan

## Director of Sixth Form

- To support middle leaders and staff in maintaining high standards of conduct and achievement by ensuring that systems for managing and monitoring conduct, achievement and attendance exist and are consistently implemented. To provide intervention at the higher stages of the On Track Contract or for gross misconduct / repeated and deliberate contravention of the Sixth Form Code of Conduct. To monitor progress and standards within the Sixth Form and ensure that challenging targets are set individually and departmentally.

## Not Yet On Track (NyOT) Sixth Form Intervention and support





**Staff Contacts:**

Director of Sixth Form / Assistant Head: Mrs Karen Chodera (KCH) 461

Assistant Director of Sixth Form: Mrs Julie Parsons (JPA) 335

Key Stage 5 Administrator: Mrs Chris Fitzsimmons (CFI) 213

Key Stage 5 Futures Lead: Mrs Sarah Thomas (ST) 232

Directed Study Supervisor: Mrs Liz Lewis (EL)

**Sixth Form Learning Mentors:**

Mr Andrew Baker (AB) 208

Mr Ian Bird (IB) 245

Miss Stephanie Clark (SC) 279

Mrs Elizabeth Hanwell (EHA) 233

Mrs Nicola Isaac (NI) 397

Miss Claire Jordan (CJR) 222

Dr Julie Lee (JLE) 222

Mr Justin Lewis (JLW) 234

Miss Lisa Pearn (LPE) 258

Mr Matt Rees (MAR) 227