

Hayes School Sixth Form – Course Enrolment and Continuation Policy (CEC)



*“Education is the most powerful weapon which you can use to
change the world.” Nelson Mandela*

Policy Review Date: Autumn 2025

Next Review Date: Autumn 2026

1) Course Choice and Enrolment:

1.1 Students must meet the general entry criteria for their chosen pathway course entry requirements as specified in the Sixth Form prospectus and school admission policy.

1.2 For some courses, students will also need to pass any baseline assessment tasks that are set, these will be taken at the beginning of Year 12 and will cover some of the bridging unit content. This applies to those courses that require a secure understanding of concepts studied at KS4, as these are then rapidly built upon throughout the course, for example: Biology, Chemistry, Physics, and Mathematics. Failure to pass these assessments may result in students being required to select new courses which will enable their long term success.

1.3 Students will also be advised on courses by the Sixth Form Management Team, this may be through the use of Guidance Meetings or other medium to support students' choices. The key purpose of this is to help students choose the most appropriate courses where they can succeed and have the best potential progression routes.

1.4 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 the student and parent(s)/carer(s) against starting the course. Students will still be able to take these courses should they wish but may need to attend additional compulsory sessions from the start and duration of the course to ensure they have a full and detailed understanding of the specification. This will be discussed with the student and parents on a case by case basis.

1.5 Acceptance onto the first year of a two year course does not guarantee a place on the second year of the course (see below for details of second year entry requirements).

1.6 The school has the final say on the level of entry that students sit. The school may elect to submit the student for the AS (or equivalent) in the subject if they feel that this is in the students best interest for their success. This will be based on their attendance (both to school and lessons), their ongoing progress, and attitude to learning. These discussions will be held with students and parents as soon as issues arise.

2) Entry to the second year of Level 3 courses

2.1. All Courses:

Students will need to have maintained high levels of attendance (95% or above), effort (average Attitude to Learning (ATL) 2+) and homework/Period 11 work/ Period 12 work. Students will have progress reports and/or formal reports twice a year when these areas are graded.

2.2. Academic Pathway (A-Level Courses):

Students must pass the end of year examination (Internal Assessment). In addition, students are required to gain a minimum **GRADE D** overall on these assessments. Should a student fail to achieve a **D GRADE**, they will be placed on the 'Year 13 Ready' support programme.

2.3 Academic Vocational Pathway (BTEC/Cam Tech Courses):

Students will be required to achieve a minimum of a **MERIT** on average across both internally and externally assessed units which have deadlines within the first year of study, these deadlines will be published to students via Satchel One (Show My Homework) during the teaching of the units. Should a student fail to achieve this grade they will be placed on the Year 13 Ready support programme.

2.4 Mixed Pathway:

Students must pass the end of year examination (Internal Assessment). In addition, students are required to gain a minimum **GRADE D** overall on these assessments for the A-Level component of their pathway.

For the Academic Vocational element of their pathway, students will be required to achieve a minimum of a **MERIT** on average across both internally and externally assessed units which have deadlines within the first year of study, these deadlines will be published to students via Satchel One (Show My Homework) during the teaching of the units.

Should a student fail to achieve the above they will be placed on the Year 13 Ready support programme.

3) During the Course/ Time in Sixth Form

3.1 Students are required to work within the boundaries and expectations of the school and the Sixth Form as laid out in the Sixth Form Contract which all students agree to adhere to on application and enrolment to the Sixth Form. As with any learning environment students will be given every opportunity to succeed and should strive to act on advice and feedback given.

3.2 Students' attitude to work, and their performance in interim assessments will be monitored and cause for concern raised where necessary.

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

- Poor attitude to learning
- Poor progress and attainment (which would include failure to meet deadlines for course work, homework, Period 11/12 tasks and other extended learning tasks, as well as assessment outcomes)
- Attendance and Lateness (both to school and lessons)
- Non-adherence to the [Sixth Form Dress Code](#)
- Anti-social behaviour in and around the school/lessons or in shared Sixth Form areas

3.4 Where there are concerns, there is a four tier process of support that aims to resolve the concerns or conclude that the student will not be successful on the course and put in place alternative arrangements for the student to be successful. Students will also be given a range of informal feedback and advice. Please note that there can be exceptional circumstances where discussions about whether it is feasible for a student to continue a given course needs to take place outside the four-tier process, for example:

- Sudden onset of a long term illness
- Failure in module examinations and/or mock examinations (especially core units in Academic Vocational subjects)
- Failure to meet A-Level or Vocational coursework deadlines

In addition for one-off or extreme events of poor behaviour the school reserves the right to sanction students in line with the Behaviour Policy of the school. At this point a Pastoral CEC Stage may be applied during discussion with the student and parents/carers.

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 their first few weeks (as well as

later) which they need to pass in order to show that they can be successful. Where students fail to achieve the aforementioned 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 the grade standard set for the course in this second assessment opportunity, they would be judged to be at Stage 2.

3.6 Please note if issues continue or escalate prior to the review date in the meeting, the department or pastoral team may decide to move the student to the next stage.

3.7 Prior to a student being placed on a CEC stage, a letter will be sent to the parents/carers and student to explain the concern(s) and will either include what the student needs to do to resolve these concerns within a specified timeframe (Stage 1), or inviting them to a meeting to discuss ongoing concerns (Stages 2-4). A meeting record detailing what must happen within the specified timeframe will be drawn up at all meetings, agreed and signed by all parties and placed in the students file. the Sixth Form Management Team. A copy of this policy will be shared so that parents/carers are aware of potential future consequences of failure to respond to any support stage.

Process:

Stage 1: Initial Improvement Targets

Head of Department (Or KS5 Subject Lead) and Subject Teacher

Parents/carers will also be invited to make personal contact with the department. Students will also be encouraged to talk through the issues with subject staff. Additional monitoring structures may also be put into place for example a Learning Contract outlining support on offer and areas the student needs to develop.

Should a student respond successfully to this stage they will be removed from the CEC process (unless they have previously been on this stage for the subject, at which point they will remain on this stage for the remainder of the academic year with no formal targets in place).

Stage 2: 1st Support Stage

Head of Department (Or KS5 Subject Lead)/ Subject Teacher and Tutor

At this time the student may be required to:

- Re-take formal assessments
- Attend additional support sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson

The specific targets for development will be discussed in a meeting and will be recorded as a document linked to the students Bromcom profile. This will also be shared via email to the parents.

At the end of the specified timeframe (usually 4 school weeks – unless agreed otherwise) , Stage 2 support will be reviewed by staff.

Possible outcomes are:

1. Concerns raised in Stage 2 have been rectified or partially rectified. The review will agree either:

- No monitoring is required and the student is removed from the CEC process (unless the student has previously been placed on a CEC stage for the subject, then they will remain on previous stage for the remainder of the academic year with no formal targets in place).
- Monitoring at Stage 2 to be continued for a further agreed period of time with a further review to take place.

2. Concerns raised in Stage 2 have continued. The student will therefore be moved to Stage 3.

The outcome of the review will be shared with the student and parents/carers, and a further meeting will be organised if required.

Stage 3: 2nd Support Stage:

Head of Department (Or KS5 Subject Lead) / Sixth Form Director

The original targets will be updated with any new items that need to be included, this might include:

- Re-take formal assessments
- Attend additional support sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson

- Signing in for Independent Study Periods in Sixth Form Office or with department staff
- Removal from enrichment opportunities

During this meeting the Sixth Form Director will share a 'Round Robin' set of information with parents/carers regarding overall progress in the Sixth Form. This will also include number of achievement points, behaviour points, lates and attendance to school and lessons. At this point in time and based on the information in the 'Round Robin' the Sixth Form Director may decide to implement a pastoral process at any stage up to this level.

At the end of the specified timeframe, Stage 3 support will be reviewed by staff.

Possible outcomes are:

1. Concerns raised in Stage 3 have been rectified or partially rectified. The review meeting will agree either:

- No monitoring is required and the student is removed from the CEC process (unless the student has previously been placed on a CEC stage for the subject, then they will remain on previous stage for the remainder of the academic year with no formal targets in place).
- Monitoring at Stage 3 to be continued for a further agreed period of time with a further review to take place.

2. Concerns raised in Stage 3 have continued. The student will therefore be moved to Stage 4.

Stage 4: Final Support Stage / Course Continuation Review Meeting

Head of Department (Or KS5 Subject Lead) / Sixth Form Director/ Assistant Principal: Sixth Form.

A new and final set of targets will be created to support the student, this might include:

- Re-take formal assessments
- Attend additional support sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson
- Signing in for Independent Study Periods in Sixth Form Office or with department staff.
- Remain on site during Free Periods and/or Social Time. This will include signing in at the Sixth Form Office. (This will apply to students who have the privilege to leave the school site)
- Removal from enrichment opportunities

The Assistant Headteacher with Sixth Form oversight will discuss with the student the implications of failing to meet the targets. The student will be provided with a careers appointment organised through the school to support them in looking at their next steps and/or alternative provision.

As part of the new targets the student will be required to sign in at the Sixth Form office for their additional ten periods of independent study on their timetable. This may be used within subjects which require specialist equipment such as Art, Photography and Design and Technology. This will be stipulated within the meeting and will be monitored by the subject teacher who will report back directly to the Assistant Principal: Sixth Form.

At this point in time the student may elect to leave Hayes Sixth Form. A guidance meeting will be issued by appointment only to support their next steps.

At the end of the specified timeframe, Parents/carers and student will be invited to a scheduled review meeting of Stage 4 (should the student elect to remain on role). Possible outcomes are:

1. Concerns raised in Stage 4 have been rectified or partially rectified. The review meeting will agree either:
 - No monitoring is required and the student is removed from the CEC process (unless the student has previously been placed on a CEC stage for the subject, then they will remain on previous stage for the remainder of the academic year with formal targets still in place).
 - Monitoring at Stage 4 to be continued for a further agreed period of time with a further review to take place.

Where the issues raised in Stage 4 are not resolved, or other concerns arise, then a meeting will be held to inform parents/carers of the on-going issues and the need for the student to consider their options for remaining at the school. Possible outcomes are:

1. The student is removed from the full course and enrolled onto the AS version, this will be subject to the Head of Department (or KS5 Lead for the subject where applicable) being confident that this is suitable. The student will be placed on Stage 4 for the remainder of their time within Hayes Sixth Form for this subject. The targets will be updated dictating what the student is required to do, including targets for any new courses.

2. The student is removed from the course and where possible an alternative provision is arranged. This might be picking up a new AS-Level subject (or equivalent) where possible. This is dependent upon factors such as student's timetable. The student will be placed at Stage 1 for this new course line with targets in place.
3. The student (if in Year 12) may be offered to repeat the year, providing them with a three year pathway through the Sixth Form. This will be on different courses selected in conjunction with the student/parent/carer and the Head of Sixth Form to ensure these are appropriate.
4. The student is removed from the course and supported in finding an alternative next steps provision such as apprenticeship or college course. This will result in the student electing to leave Hayes Sixth Form as it is not possible to remain in school on two A-Levels or equivalent. To be considered a full time student, the student must be on at least 30 hours of directed study per fortnight across three subjects.

Pastoral Process:

3.7 The Pastoral CEC follows the same four stages as the subject CEC. However, a student can be placed on this for wider behaviour and or attitude to learning (ATL) issues which are impacting their on-going ability to be successful in their chosen course lines. This may include (but not exclusively be) the following:

- On-going attendance issues
- On-going lateness
- Low levels of ATL across all subjects
- Underperformance academically across all subjects
- Anti-social behaviour in and around the school site