

**WORCESTER SIXTH FORM COLLEGE**

**CURRICULUM (& PROGRAMMES OF  
STUDY) POLICY**

**October 2023**



# CURRICULUM POLICY

## AIMS

The aims of the Curriculum Policy are derived from the College mission which is to provide a safe and supportive learning environment in which 16 to 19 year old students from Worcestershire and adjacent areas achieve outstanding academic outcomes and personal development to equip them to progress to university, employment or an apprenticeship of their choice.

This will include:

- Achievement rates above national benchmarks and positive Value Added for all courses
- Robust Quality Assurance arrangements, including effective planning, implementation and monitoring of improvements, to promote outstanding teaching and learning and assessment
- Providing Study Programmes which ensure that every young person has a challenging individualised learning programme, designed to support their development and progression in line with their future career plans via higher education, employment or apprenticeships
- Providing a range of courses to enable progression for those students who need to consolidate their achievement at level 2, through combining academic and applied courses on a Foundation Year Programme, or through a mixed programme of level 2 and 3 courses
- Challenging gifted and talented students through a variety of mechanisms, including additional timetabled elements
- Setting entry requirements for courses at the level necessary to ensure a realistic prospect of successful completion
- Providing learning opportunities which take full account of the range of abilities on individual courses
- Ensuring equality and celebrating diversity across the College including within the curriculum
- A wide range of enrichment opportunities, available to all students, both through their academic curriculum and through extra-curricular activities
- Ensuring that all students develop their literacy, numeracy and independent learning skills, and have opportunities to develop other skills such as creativity, science and technology skills, and entrepreneurship
- Providing opportunities for student feedback and participation, and responding to that feedback
- Providing courses which meet the needs of the local community and businesses and delivering courses in partnership with local providers and other bodies, where appropriate

## OBJECTIVES

The following objectives determine the College Curriculum Policy:

- to provide a broad general education for full-time students and within this framework create individual programmes to meet specific needs
- to supplement certificated courses with a programme of pastoral care, careers education, personal and social education and extra-curricular activities
- to maintain a wide range of courses available and to enable students to bridge the academic/applied divide
- to continue to develop and improve teaching and learning strategies
- to ensure students make good progress on their courses
- to ensure that students at Worcester Sixth Form College are equipped to progress to higher education, employment or apprenticeships commensurate with their career aims and aspirations

## CURRICULUM POLICY PRINCIPLES

1. All students will negotiate their programme of study from a wide range of courses that respond flexibly to their interests, needs and abilities. The programmes include strategies for supporting less well qualified students and stretching and extending the most able.
2. All students will be advised on the suitability of course choice and the progression opportunities which it affords, in terms of higher education, employment and apprenticeships, prior to agreeing their programme of study.
3. Programmes for full-time students will seek to meet requirements for progression to general or specific further or higher education or employment destinations. The College is committed to widening participation through provision of courses suitable for a wide ability range, including Level 2 courses, mixed applied and academic programmes, and programmes of study for students best served by combining level 2 and level 3 courses.
4. Departments are required to promote and celebrate equality and diversity within their courses.
5. All courses will develop study skills and encourage students to take responsibility for their own learning. Departments will ensure that students have significant opportunities for learning outside the classroom, so that the time allocated for homework tasks will equate to the time spent learning within the classroom. All students will be timetabled for Independent Study and/or Core Maths.
6. Students will have a target grade set for each of their assessed courses. They will be given periodic summary assessment grades in each subject which can be compared to their target grade. Where students are falling below their expected level of progress they will agree targets for improvement with their teachers, which will then be monitored for the necessary improvement.
7. Students will be given the opportunity to, and be strongly encouraged to, take part in a wide range of enrichment activities such as sport, music and drama, Young Enterprise, Duke of Edinburgh, work shadowing and work experience.
8. All study programmes will include an element of careers education and guidance.
9. All courses will be subject to quality assurance which will include feedback from students and all subjects will be required to plan for effective improvements in teaching and learning (see Quality Assurance policy).
10. All study programmes will provide opportunities for students to receive additional support if required.
11. When planning and delivering courses and extra-curricular activities all staff are required to give full consideration to student well-being, for example giving due regard to safeguarding, including e-safety, and Fundamental British Values.

# Curriculum Intent

## A Level Courses

The A Level courses we run are chosen to give students in Worcestershire and the surrounding area access to a broad and ambitious curriculum with good progression opportunities. For example, despite falling roles in Language A Levels across the country, we continue to run three different Languages at A Level. We run all of the A Levels previously referred to as facilitating A Levels but we also try to give students a variety of choice by including numerous other A Levels such as Classical Civilisation, Photography, Psychology, Environmental Science and Media Studies. Almost all timetabling requests are met.

The College invests significant time and resource into ensuring students are on the right course. College staff offer guidance on the best programme to enable students to have opportunities for positive progression and to offer stretch and challenge.

## Level 3 Applied Courses

The applied courses that we run offer an ideal progression route for students who have completed the Level 2 Foundation Year. In the case of the full time Sports Science, Health and Care and Business these courses are also attractive to students who have applied to College from high schools and have a clear sense of their career path and wish to focus on one specific aspect of the curriculum. The courses have a strong focus on the world of work and, in the case of Health and Social Care, students go on organised work placements.

The College also offers applied courses that are equivalent to one A Level. This offers flexibility and the courses can be studied alongside a more traditional A Level offering. Occasionally a student may study a Mixed Programme (two applied courses and one A Level) where they are unsure about their career path. This option is not offered by other local institutions and offers choice and flexibility to students.

When advising students we aim to ensure that their workload, exam regime, academic challenge and interests are balanced and they have the best chance of succeeding. Some students are more motivated by courses that are directly linked to a chosen career route and/or are well suited to courses where the assessment is not all based on a final examination. In these cases, studying applied courses is often an appropriate option.

## Level 3 T Level

The Education and Early Years T Level is equivalent to three A Levels and involves students undertaking 750 hours of work placement during the course. To facilitate this, students will be in College for three days a week and on placement the other two days. The Health T Level will be introduced in 2024.

## Level 2 Courses

The Level 2 programme at Worcester Sixth Form College is aimed mainly at students from our partner high schools, who need another opportunity to gain a number of level 2 qualifications. These students have four or fewer GCSEs at 4/C or equivalent and have predominately 2s and 3s or Ds and Es. We also have a minority of students who have been home educated. These are usually students who have not taken any GCSEs in the past.

The curriculum is designed with clear aims. Firstly, it is essential that these students aim to achieve a grade 4 or above in GCSE English and Mathematics where this has not been achieved already. Even if they have achieved a grade 4 in English Literature, they are entered for the English Language examination. Secondly, students will take an applied level 2 course alongside Maths and/or English GCSE (and Film Studies GCSE where needed to ensure students are on a full-time programme).

The level 2 programme is considered to be a foundation year for students to enable them to progress onto the Level 3 Applied course at College. However, it is also recognised that students may wish to use the year to acquire the qualifications and personal skills to progress onto an apprenticeship programme externally. One to one Careers interviews with a careers adviser and a bespoke tutorial programme are arranged for all students. The latter includes sessions on study skills, personal relationships and careers planning.

## Overall Programme of Study

Worcester Sixth Form College has a large range of students and it is important that our overall programme is flexible to allow the best opportunities for all. A student's long term career goal is always considered when students are enrolled on courses and where needed, careers advice is available. Consequently, Level 3 students have three or sometimes four main blocks of study. Where they are qualified to start their programme of study but have not already achieved grade 4 English or Maths GCSE, this is studied alongside their level 3 programme.

If a student does not wish to study Maths A Level in a course where it is not a requirement but which includes a significant mathematical content, such as Geology or Psychology, then students will be enrolled for an additional course in Core Maths that is completed in their first year. There are also other supra-curricular activities that supplement a student's main programme, such as with the Maths Academy for able mathematicians that prepares students for STEP examinations, and the Science and Engineering Academy. Students who are considering making an application for medicine, are encouraged to take part in the College's BMAT course, that covers topics that are beyond standard A Level Biology and Chemistry and prepares them for examinations in October of their second year of study.

Students are encouraged to take part in activities that supplement their A Level, Applied or GCSE courses that relate to their career plans or hobbies and interests. This could take the form of activities such as the Performing Arts Academy, Young Enterprise, Bronze or Gold Duke of Edinburgh. The College is proud of the achievements of its sports academies that are available to all without charge. These are in the fields of football, rugby, athletics, basketball, netball and hockey. Two lessons of coaching and regular fixtures are available. There are also careers related professional programmes in Medicine, Nursing and Midwifery, Law and Teaching. Students have benefitted from work placements and mentoring from these employers so that they are well informed about local employment opportunities.

The College is keen for students to have experience of the world of work and progression opportunities. The College is on track to meet its Gatsby requirements. This emphasis on links to future careers is also a component in individual subject areas and links are encouraged with alumni to motivate students and to provide vision.

For able students, in addition to subject specific activities, the College offers an 'Ambition programme' to make students more informed applicants for higher education courses and to develop the skills needed to increase their chances of being accepted onto them. Students attend for one lesson per week throughout their first year and in the autumn term of year 2. The programme develops students' critical thinking skills, oral skills and confidence in discussing a range of topical issues in small and large groups as well as offering support in preparing for interview. Students are also invited to take part in subject specific activities as part of the HE+ programme for which the College is the county co-ordinator and other local schools are also invited to take part.

### **Pastoral support**

The College is proud of the pastoral support it provides for students. All students are allocated to a tutor group and their tutor is their first port of call for all pastoral issues. Students' attendance is recorded electronically in all lessons but students attend a tutor period each week and another slot is indicated on the timetable for one to one consultation. Support is also available from Heads of Year to deal with more complicated issues and where more extensive discussion is needed, possibly with external agencies. During the tutor period, a programme of careers, safeguarding and other relevant material is delivered on topics as diverse as safer driving to opening bank accounts and credit ratings. Sessions are arranged on e-safety and drugs awareness and British values are promoted through activities that relate to voting and elections and equality issues. These themes are further supplemented by activities within curriculum areas.

Additional support is available for students through academic and learning support where support varies from making access arrangements, to drop in support to support for high needs students. There is also extensive one to one support through Student Services in the form of careers guidance, financial advice, work experience support and counselling.

### **Key Principles**

For all students we try to ensure that students make a 'flying start' to their studies, through the completion of bridging tasks prior to the start of the course and through organisation of files and developing an understanding of College expectations. This is part of our Mindset strategy. Students are encouraged in both subject areas and through pastoral support to have the Vision, to make sufficient Effort, develop appropriate Systems, Practise the skills they need and develop a positive Attitude to succeed

## PROCEDURES

### *A: Design of Curriculum*

#### **1. Full Time 16-19 Study Programmes**

A student's place at College is dependent upon being qualified for a suitable programme of study.

- i. Students must follow a full-time programme at the College and be available for classes all five days of the working week. This is because all programmes are seen as an interdependent whole and timetabled as such. Exceptions may be made for students who have already achieved a substantial level 3 programme or for other mitigating circumstances such as illness, issues arising from responsibilities as a young adult carer or other home circumstance.
- ii. Students can plan and develop their programmes of study over 1, 2 or 3 years and longer if necessary.
- iii. A student's programme of study is seen as a coherent entity to which the student agrees before finally confirming the particular set of choices made and the requirements of the College.
- iv. Students will have extensive choice in determining their programmes of study and the College will provide professional guidance at key decision times.
- v. The College will set compulsory elements of students' courses and a framework, restricted in some ways, from which they can make their choices.
- vi. Students must agree to a minimum workload appropriate for a full-time student. This is a minimum of 3 of the 6 timetable blocks in the first year of their programme (plus Independent Study and/or Core Maths). Exceptions may be made for students who have already achieved a substantial level 3 programme or for other mitigating circumstances such as illness, in which case medical evidence will be required, issues arising from responsibilities as a young adult carer or other home circumstance.
- vii. Once a full-time programme of study has been agreed this can only be changed in consultation with and by agreement of the student's Head of Year.
- viii. Students must meet the general qualification requirements for the level of their programme and the individual entrance requirements for each subject they choose.
- ix. An essential component of every student's study programme will be a requirement to learn outside the classroom in equal measure to their timetabled study commitments and adhere to the principles of the Worcester Working Week. Students are also required to utilise free study lessons, which supplement their formal studies through accessing College resources and developing the skills of independent study and successful lifelong learning.
- x. Independent Study sessions are designed to facilitate the development of independent study skills related to a students' programme of study. They are a compulsory addition to first and second year programmes. Independent Study is integrated into all applied 3 block courses. (All students are required to attend).
- xi. It is in principle possible for students to change their subjects or course but only by agreement with appropriate College staff and at restricted times of the year. It may be necessary in some cases for a student to restart their preferred course at the beginning of the year and it will always be a requirement to meet minimum workloads.
- xii. To progress from a level 2 to a level 3 course, or from the first year of a level 3 course to the second, students must meet specified criteria as set out in section C.

- xiii All students will have a designated tutor session/consultation meeting each week as part of their programme of study.
- xiv. Those students who achieved a GCSE grade 3 in either English Language or Mathematics will be required to continue the study of these subjects until the grade 4 standard is achieved. Students with a grade 2 or below can take a GCSE or functional skills level 2 qualification. Once they have achieved this, there is no requirement to undertake further Maths or English qualifications. It is expected that students will study Functional skills IT if they do not have a level 2 qualification in IT.
- xv. The College aims to offer a wide a variety of enrichment opportunities to meet the needs and interests of as many students as possible. These activities may be organised by College departments or they may be of a cross College nature. Some will lead to qualifications or skill development, others will broaden experience, assist with personal growth and shape future aspirations and some will be purely for enjoyment.

The College provides careers education and guidance to all students and offers work experience, volunteering and other employment related opportunities to all students in line with its Careers Education and Guidance policy, Work Experience Policy and Employer and Community Links Policy.

Students are encouraged to take a Professional Programme whenever these are relevant to their career aspirations.

### ***B: Department procedures***

- 1) Given the open access nature of the College, all courses are likely to contain students of a wide range of ability, skills and experience. Departments must bear this in mind when designing learning programmes and must provide opportunities for both supporting and extending students. This must include opportunities to promote student well-being and safeguarding (including e-safety), Fundamental British Values, opportunities for celebrating and promoting equality and diversity.
- 2) Introduction to the course, its content, requirements and assessment will be provided in the pre-course induction sessions and the early lessons of all courses.
- 3) Teaching and learning strategies must give due regard to the need for variety of teaching and assessment methods, maintaining high levels of student motivation and concentration, assisting students in their development of study skills, assisting students with concepts and content that are frequently found to be difficult. They must also provide opportunities for students to supplement their studies with learning outside the classroom in equal proportions to their formal class based studies.
- 4) Departments must provide regular feedback to students regarding their progress and required improvements. This will include the use of Summary Assessments and Targets. Departments must give consideration to how best to accurately measure student progress throughout their course, how best to promote students' self-reflection, and how to maintain high levels of student motivation.
- 5) All courses should have a handbook for students containing essential information about the course and how it will be assessed.
- 6) The documentation which all departments should keep is shown in Appendix 3. The purposes of this documentation include: sharing good practice within the department; facilitating changes of teacher and short term cover arrangements; informing students.
- 7) ILT should be embedded within the curriculum. Students must be instructed in the use of Teams, have access to key documents, resources and activities through Moodle and/or Teams.



## C Progression Principles

Our aim is for all students to make good progress and to be successful on their chosen courses, so we monitor their progress regularly and provide support strategies when required.

For students enrolled onto level 2 courses we aim to have a planned intended progression route established from the start of their programme of study and this is reviewed throughout the year to try to ensure students are on track to progress. Our main focus is providing students with the appropriate advice and guidance to ensure their progression route is right for them so they can be successful in the higher-level study.

The majority of our level 3 provision is based around two-year programmes and our intention is that our students remain on their courses and are successful at the end of the two years so they are ready for higher level study, apprenticeships or employment. Performance is reviewed throughout the year in summary assessments and particular attention will be paid to the end of year 1 exams or external exams where applicable.

This guidance sets out the criteria to be met by students intending to progress from one College course to another and the procedures to be followed to enable them to do so. The reasons why it is necessary are:

- to ensure that guidance given to students is in accordance with the formal requirements that will be applied
- to ensure consistency across the College departments and tutorial system
- to ensure that students who have qualifications that are marginal for the commencement of a course have clear targets for progression
- to focus staff skills and energy on students that have the capacity and intention to respond
- to improve success rates and value added.

All students are expected to maintain at least satisfactory levels of performance, as would be expected for continuation on any course. Satisfactory levels of performance include attendance, punctuality, work completion, attitude to study and acceptable standards of behaviour. These are set out more precisely below:

- Good attendance is crucial to effective study and successful outcomes in examinations. The College expects all students to attend all timetabled sessions across their programme of study, excluding absence authorised by an appropriate member of staff. Students whose attendance falls below 85% may not be permitted to progress in a given subject unless there are significant mitigating factors
- Attendance at work experience placements where applicable is particularly important as absence damages the College's reputation and jeopardises the possibility of the placement being re-used.
- Punctuality at lessons demonstrates a commitment to successful study and students should organise themselves to arrive at lessons on time and prepared to participate in full. Frequent lateness caused by transport problems should be resolved with a student's tutor.
- Satisfactory work completion includes regularly handing in homework on time or showing evidence of study of non-written elements;
- Where students are taking a GCSE as part of their programme of study they should be able to demonstrate that they have made reasonable progress. Normally a student's Performance Grade in a subject should be greater than the grade achieved on entry.
- A good attitude to study would be evidenced by the following:
  - appropriate preparation to participate and learn during lessons for example by having the right books and equipment;
  - a willingness to contribute constructively in lessons;
  - good concentration and attentiveness during lessons;
  - an effective system for recording and organising notes and other materials;

- a sensible observance of procedure in all practical work;
- developing a constructive working relationship with the teacher and other staff;
- evidence of independent study and commitment to the Worcester Working Week. This should include Independent Study or participation in extra-curricular activities.
- Students are expected to abide by the Student Conduct Policy at all times.

Students should be aware that poor performance in one aspect of their programme of study could affect their whole programme. Students will not, therefore, be permitted to progress in cases where:

- An Applied Level 3 student is also taking English or Maths GCSE but has not performed at a level above their entry grade in their GCSE subject
- a student's Summary Assessments indicate that they have not been fully committed to one or more of their subjects

## **Progression Procedures and conditions**

### **Students on Foundation level programmes**

- (i) Students enrolled on foundation programmes should complete an electronic application and follow a similar admissions process to students applying to the College for the first time.
- (ii) Students are subject to the same subject specific entry requirements as new students, unless their intention is to progress onto the advanced level of the applied foundation course they are currently studying.
- (iii) In addition to the general principles for progression set out above students should attend a Careers Interview to enable them to seek advice about the suitability of progressing to a Level 3 programme.
- (iv) Particular attention must be paid to the importance of meeting the attendance target of 95% on all elements of their course. Students whose attendance falls below 85% may not be permitted to progress unless there are significant mitigating factors.
- (v) It is not normally appropriate for students completing an applied foundation course to progress onto an A-level programme as it would be exceptional for the skills gained to transfer effectively.
- (vi) Students enrolled on foundation programmes will not be permitted to repeat another foundation programme unless there are significant mitigation factors.

## **Reasons for Refusal of Progression**

### **Foundation students**

Progression to level 3 might be refused for reasons which include:

- A past record that implies the applicant is unlikely to benefit from the courses or educational experience on offer, and/or where there is little other evidence that supports the application.
- Students with learning needs where reasonable adjustments would not, in the judgement of the College, be sufficient to enable the student to pass the courses applied for.
- Students whose qualifications do not permit them access to a full-time programme.
- Students whose presence at the College has been demonstrated to pose a risk to others, to themselves or to College property – This will be dealt with through the student code of conduct.

Heads of Year will write to all students who have not submitted an application to progress to a level 3 programme to ensure that no misunderstandings exist and to explain what they should do if they have changed their mind and now wish to apply.

Heads of Year will write to all students whose application to progress to a level 3 programme has not been successful. The letter will give an explanation of the reasons why a student's application has not been successful, including notification of the right of appeal.

### **Students on Advanced Level Programmes**

The majority of our level 3 provision is based around two-year programmes and our intention is that our students remain on their courses and are successful at the end of the two years so they are ready for higher level study, apprenticeships or employment. However, we will review performance throughout the year in summary assessments and particular attention will be paid to the end of year 1 exams. Where we feel a student is at risk of not achieving the full qualification we will review this with them with criteria listed below -

- (i) At any stage of the course students must demonstrate with assessment evidence that they are making sufficient progress in order to achieve a pass grade at the end of two years. In most cases this is expected to be achieved by obtaining at least a grade E or higher in end of year examinations. Exceptions may be made for reasons of welfare, such as ill health or domestic circumstances, in which case a judgement will be made by a Head of Year. Where the above conditions have not been met and welfare reasons do not apply the support of the department would be necessary to remain on courses.
- (ii) All students expecting to progress onto the second year of their A level/Applied course(s) should also meet reasonable requirements for attendance, punctuality, coursework and assignment completion, and behaviour. Students are expected to achieve attendance of 95% in all elements of the courses they study. Similarly students who have repeated poor punctuality may not be permitted to progress.
- (iii) Students are expected to maintain an appropriate full-time programme of study. If they fail to do so they will not be permitted to progress. This would normally consist of 3 A level or Applied Advanced courses.
- (iv) Students who marginally meet the criteria above may only be permitted to progress under the conditions of a formal contract (see Student Conduct Policy, referrals and reports).

### **Students on advanced level Applied or Technical programmes**

- (i) Students completing the first year of an Applied Advanced or T Level (Level 3) course and expecting to begin the second year must first have satisfactorily completed all set assignments by the specified date at the end of their first year of study. Exceptions may be made for reasons of welfare, such as ill health or domestic circumstances, in which case a judgement will be made by a Head of Year. Where the above conditions have not been met and welfare reasons do not apply the support of the department would be necessary to allow progression in that subject.
- (ii) See points b (ii-iv) above

### **Reasons for Refusal of Progression From Level 3 year 1 to year 2 and Appeals**

Where, in exceptional circumstances, a Head of Year believes that a student should not progress in one or more subjects due to underperformance at a level that the student is unlikely to pass, the student and their parents will be invited to attend a meeting at which this will be discussed. Any decision by a Head of Year to withdraw the student from a subject on academic grounds will be confirmed in writing to the student and their parents including notification of the right of appeal.

A request to appeal a decision in relation to progression must be received within ten working days of the College's notification addressed to the Principal from the parent or carer if the student is under the age of 19. An appeal will be heard by the Principal (or Vice Principal) whose decision is final. The appeal hearing procedure can be found in Appendix 6.

## **Students Returning for a third year of advanced level study**

Students will not normally be permitted to return for a third year unless there are significant mitigating factors. Such cases will only be considered if it is agreed that the student has the academic potential and motivation to achieve better outcomes than previously achieved, and has the support of the departments involved.

### **Students who re-apply having left College during their first year of advanced Level Study**

All students in this category must apply anew to the College and be interviewed by their former Head of Year who in turn will discuss the re-application with the Heads of Department involved. A provisional offer may be made in the form of a formal contract which makes explicit conditions which need to be met for the College place to be maintained. Typically, this might include 100% attendance, completion of all work to set deadlines, and a positive approach to their studies. Any provisional offers will be put in place by a Head of Year and conducted where ever possible with parents/guardians, unless the student is living independently in which as advocates will be invited.

Our expectation is that students enrol on and maintain a full programme of study (unless by exception and agreed by a Head of Year). If an appropriate full-time programme of study is not agreed with the Head of Year the student concerned will not be successful in their application to re-join the College.

Students would not normally be permitted to return to College unless they have shown a reasonable level of commitment to their previous programme of study which is evidenced in their previous Summary Assessments.

## **MONITORING**

- 1) Individual courses will be monitored through department quality assurance procedures (see Quality Assurance policy).
- 2) Students' progress on courses will be monitored by departmental staff and their tutor, in consultation if need be with their Head of Year and/or the Learning Support Manager.
- 3) Full time students' overall programmes will be monitored by tutors and Heads of Year.
- 4) The overall College curriculum will be monitored by the Principal and reviewed annually using evidence including recruitment, retention, student questionnaires and consultation groups, liaison with contributory schools and employers and the wider community. Any changes are reported annually to the Governors' Curriculum & Quality Committee.
- 5) This policy is reviewed annually by the Principal and approved by the Governors' Curriculum & Quality Committee.

## PROPOSAL FOR NEW COURSE IN DAYTIME CURRICULUM

<b>DEPARTMENT</b>	
<b>TITLE OF COURSE</b>	
<b>EXAMINATION BOARD</b>	
<b>OUTLINE OF CONTENT (attach extract from subject specification, outline scheme of work etc. if wished)</b>	
<b>DURATION (terms)</b>	
<b>BLOCKS PER WEEK</b>	
<b>NET BLOCKS OF STAFFING REQUIRED PER YEAR (bearing in mind any reduction in staffing expected from reduced student numbers in other subjects – please state what this would be)</b>	
<b>POSSIBLE TEACHER(S)</b>	
<b>TARGET GROUP(S)</b> (eg, first year advanced, second year advanced, one year adult, ability level etc.)	
<b>TARGET NUMBER OF STUDENTS AND WHY AND HOW YOU EXPECT TO REACH THIS TARGET</b>	

<p><b>EXPECTED IMPACT ON OTHER COURSES</b> (eg, courses with which this would form a good package, courses whose recruitment might be adversely affected)</p>	
<p><b>EXPECTED ATTITUDE OF HE</b></p>	
<p><b>RESOURCES THAT MIGHT BE REQUIRED IN ADDITION TO CAPITATION THAT WOULD BE RECEIVED VIA FORMULA</b></p>	
<p><b>OTHER INFORMATION</b></p>	

Signed (HoD) \_\_\_\_\_ Date \_\_\_\_\_

Changes to Course Entry Requirements Proposal

Course:

Current Entry Requirements

Essential:

Desirable:

Proposed Entry Requirements:

Date to take effect:

Evidence:

Likely impact:

HoD Signature:.....

Date: .....

Outcome: Agreed/Not Agreed

SLT Signature: .....

Date: .....

# Guidance on Schemes of Work and Course Documentation 2023

## Schemes of Work

The exact format of Schemes of Work will vary from department to department. Schemes of work (or a student friendly summary of them) must be made available on Teams for each course.

One of the factors to be borne in mind is its ease of use by someone new to the College, and/or to teaching, and possibly by someone providing short term supply cover.

Where new specifications are being followed it is expected that the general parts of the scheme of work will be written prior to the course commencing (for example would be the overview of the course by week over the year) but that specific activities, resources and lesson outlines may need to be developed throughout the year.

All A Level Schemes of Work should take account of and reflect on the linear delivery model.

## A, General

1. Skills and characteristics students need to succeed on the course.
2. Induction materials and activities with guidance as to their use. Particular emphasis should be placed on Safeguarding (including Health and Safety) and Equality and Diversity. The principles behind the College's Worcester Working Week initiative must be evident including the use of Teams.
3. Time required for the course, both inside and outside the classroom. This must give an overview of how the course content is to be covered week by week for the duration of the course, related to that course's specification and assessment requirements.
4. An outline of the assessment strategy followed on the course. This will include the **nature and timing of the 2/3 key Summary Assessments**. Policy and procedure in relation to coursework or significant assignments, including expectations and procedures relating to deadlines. Comment should be made on teaching and learning strategies and assessment methods.
5. Strategies and opportunities for developing skills. Particular reference must be made to **literacy, numeracy, employability** (and other relevant skills), **equality and diversity, e-safety** and **promoting fundamental British values**, although the emphasis on these skills will vary from subject to subject.
6. Strategies for supporting and extending students, including provision of workshop sessions, together with indicative content and resources. This will include reference to how the needs of particular students may be met.
7. Opportunities for field trips, visits, outside speakers, work experience etc., including reference to the relevant College scheme for financial support and how students from low income families may apply.
8. Procedures for monitoring materials and resources in relation to issues of equality and diversity. It is accepted that some original materials (e.g. literary texts or historical documents) which are part of the study of certain subjects may not meet these criteria and will be included for educational purposes.



## **B, Specific**

This is likely to be week by week by course, or by individual lesson, or by member of staff, or by units, as most appropriate. The following should be clear both for **in lessons** and **outside of lessons**:

1. Outcomes to be achieved.
2. Content to be covered (knowledge, understanding, skills).
3. Opportunities to develop skills as a result of different teaching and learning activities. As well as subject specific skills particular reference must be made to **literacy, numeracy, employability** (and other relevant skills), **e-safety, fundamental British values**, and the opportunities to celebrate **equality and diversity** although the emphasis on these skills will vary from subject to subject.
4. Progression over time in the skills listed above.
5. If applicable, how coverage of the course is to be split between two or more teachers.
6. The teaching and learning strategies to be used indicating the range of teaching and assessment methods; resource implications; development of study skills; content and concepts; differentiation; homework; opportunities for ILT; and opportunities for celebrating diversity.
7. Work to be completed by students, indicating assignments and deadlines. **Learning Outside the Classroom** is expected to feature in every lesson, whether it is to prepare for the next lesson, to reinforce learning, or to facilitate assessment and feedback. **Homework is to be set every lesson.**
8. Assessment to be used by staff and students. Indicating the timing and detail of the 4 Summary Assessments, as well as known deadlines for coursework or significant assignments.
9. Resources (e.g. books, booklet, videos, computer programs, periodicals, websites) available, their location and guidance for their use.

## **Independent Study**

- Departments should provide a programme of activities for students to complete each week . Subjects must clarify with students and the co-ordinator for Learning Support where the programme stored.

## **Student Course handbooks**

A student handbook for every course will be made available to all students enrolled on that course. This must also be available on Moodle or Teams. It must contain the following:

- a) Welcome to the course - Staff contact details, expectations, skills that will be developed.
- b) Overview of the course – key areas of study, structure of content.
- c) Progression pathways – future careers.
- d) how to be successful – organisation, sixth form mindset. Where to get help. Study skills. Book list if applicable
- e) Overview of assessments – dates of planned exams, summary assessments.
- f) Expectations regarding homework and Independent study (Worcester working week).
- g) Marking policy summary. plagiarism guidance
- h) Behaviour policy summary
- i) Health and safety guidance (where applicable).
- j) Details of costs and potential trips

## Course management information

### The documentation below needs to be available -

- Staff schemes of work – to include Curriculum Intent.
- Course handbooks
- The Quality Improvement Plan for the subject (using the approved College format)
- Documentation from Subject Improvement Reviews (if applicable)
- Self-assessment data and judgements
  - The self-assessment analysis used for the SAR
  - Results, Achievement Rates and Value Added data (ALPs and Six Dimensions)
  - Questionnaire data
  - Consultation feedback & other Student Voice activities
  - Attendance
- Audits – assessment and literacy strategies (to include approach to marking).
- Promotional activities including plans and resources for Induction and Year 10

## Appendix 4: Summary Assessments and Reviewing Student Progress

### Main points

#### 1. The Assessment model

Summary assessment data is completed and published on the College portal at the end of 5 review periods over a two year programme of study (4 in year 1 and 2 in year 2). The **quantitative data** reported via Summary Assessments includes a Target grade, Progress grade, Progress Status (tracking), Course Concerns, and attendance data for each student. Progress grades are determined as a result of a key assessment during the summary assessment period such as a mock, or end of year examination and give an indication of performance against clear assessment criteria at a point in time. The Progress Status (tracking) for each student is determined using a wider source of formative assessment material produced by the student, and the professional judgement of the teacher made over the same assessment period. In this judgement a teacher will determine the likelihood of a student meeting or exceeding their Target grade by the end of the course.

#### 2. Reporting and target setting via Summary Assessments

Teachers have the opportunity to add free text to provide suggested areas for subject improvement over the next summary assessment period, and where students are assessed as being below track these must be included. Teachers are asked to focus on specific areas of literacy, numeracy (where applicable) and the skills that should be developed within the subject improvement advice provided.

Each teacher must provide verbal feedback in order to discuss the progress each student has made, leading up to, or shortly after the summary assessment completion deadline. This may be delivered as part of a one to one discussion where overall progress is reviewed, or incorporated into class assessment activity feedback. As part of the feedback teaching staff are asked to focus on the student MINDSET principles adopted by the College. Part of the pastoral programme and the work of the pastoral tutors is designed to support the discussions undertaken to improve students MINDSET.

When a class has more than one teacher any teacher responsible for at least a block (4 lessons) of that student's course must provide feedback for each summary assessment. Where two teachers share a group, or where a teacher has a very small input into an Applied group then staff will agree one set of data for each student on the course.

#### 3. Reviewing students' progress with targets

Summary assessments should include a free text entry on the Portal where:

- The progress grade is below the target grade but the students has been judged as being on track; or
- The students is judged as being below target. The comment must provide the student with clear guidance on what the student should focus on to improve.

Free text comments made by a teacher will be visible on the student and parent Portal and available to review and add comment at the subsequent summary assessment review point.

#### 4. Individual discussions with students

Teachers should communicate regularly with each student. Communication should aim to develop the student's confidence in their ability to make at least their expected progress, link their progress to their aspirational progression route and help students to understand the link between the skills they are acquiring and the progress they are making.

Individual discussions between teachers and students, focussed on student progress, targets for improvement, and developing good study skills are seen as fundamental to the success of students at Worcester Sixth Form College. The first summary assessment **must** be preceded by a 1 to 1 discussion with every student and all students would have targets set at this point. **The nature and**

**frequency of subsequent 1 to 1 discussions is at the discretion of individual teachers,** although there is an expectation that all students will receive individual feedback in this way. Subjects/departments must allow **student reflection** on their progress and targets for improvement as part of this process.

## **5. Monitoring and support of students**

### **Senior Lead – Student Progression & Pastoral Support**

The Senior Leader ensures that the correct data is shared with teaching staff that help inform them of additional support that may need to be undertaken with students with particular needs, or those who are particularly at risk of underachieving. Following each Summary Assessment period the Senior Leader for Student Progress and Pastoral Support ensures the data is completed and made accessible across College to review and use as part of the student support and intervention process. Data including a Comparative overview is also provided for the senior leadership/quality team.

### **Academic and vocational departments**

The review and support of students is a continuous process. Intervention and support of students should take place naturally and occur where issues become apparent to a classroom teacher as part of their formative assessment. In most cases intervention may take place within the classroom and form part of a teacher's classroom management. In some cases where it is clear that more significant progress issues have developed more significant support may be offered. This might take the form of an additional one to one conversation with the student, or the offer of workshop support, a referral to the Learning Support department, or other intervention measures such as additional reading or classroom material. When intervention of this nature is undertaken it should be recorded using the College Concern system and reviewed to measure the impact on student progress, and any additional action that may be required.

If a student has been judged to be making less than expected progress, and the issue relates to attendance or lateness, it should be challenged by the teacher and followed up by the student's tutor. Teachers should inform an appropriate tutor where there is an indication that barriers to learning may relate to welfare issues.

It is expected that each member of staff with responsibility for a course or department reviews the Summary Assessment data for the area they are responsible for, and ensures that appropriate support has been offered, or planned, for those students who are below or significantly below target. The nature of the support that should take place may comprise:

- A further conversation with the student
- A recovery plan including additional work or workshop support
- Communication with parents
- Communication with the Pastoral team to discuss wider issues that may be acting as a barrier to learning. This may be particularly relevant where poor progress is associated with poor attendance (less than 85%).
- Disciplinary action (see Student Conduct Policy)

When support has been included of this nature it should be included as part of the free text comment on the Summary Assessment whenever possible (**see Point 4**).

### **Pastoral and Heads of Year**

Tutors and Heads of Year work with member of teaching and support staff to support the progress of students whose welfare they responsibility for. The tutor's main responsibility is to ensure that students attend lessons promptly, and will work with the student, parents teaching staff to achieve this.

Following summary assessments tutors make individual appointments with students to review their overall progress. Tutor reviews offer an opportunity to investigate and support students to ensure that their welfare needs are being met and that they have an appropriate programme of study that meets a developed progression aim. Priority is given to those students whose have been assessed as below track in a number of subjects, or significantly below in one or more subjects, or are underachieving and are included in the 'at risk' category. Tutors meet with their Head of Year to review action undertaken and and in some cases refer to them individual cases of students who are underachieving in one or more subject.

The pastoral support of students who are underachieving will initially take the form of a Mindset conversation and an agreed action plan. In some instances referrals may be made at this stage to other departments or outside services in support of the students' academic and welfare needs. In addition a tutor may make some adjustment to support student progress where health needs require it. Where appropriate a tutor may refer to the Student Code of Conduct and take action appropriate to the guidance it provides, e.g. attendance or behaviour reports. When student progress is particularly poor or linked to poor attendance a tutor will communicate with parents, and in some cases offer a meeting to discuss further action. Tutor reviews and the planned action undertaken by a student and their tutor is recorded on the College Portal as part of the 'Action' log.

Heads of Year oversee the academic and welfare needs of students within the College. They meet regularly with tutors to review the needs and progress of all students, and directly with teaching staff or those members of staff with course or department responsibility as required. Intervention may occur at any point during the academic year and may comprise:

- Additional restorative meetings with students
- An additional meeting with parents and/or teaching staff to form an appropriate plan of intervention and action.
- Adjustments to the student's programme of study following guidance provided by the Admissions and Fitness to Study Policy, or where a judgement has been made that it is required to support the students intended progression route.
- Disciplinary action following guidance provided by the Student Conduct Policy.
- Withdrawal from part or all the students programme of study where despite significant levels of support the Head of Year's judgment is that there is not educational benefit to be derived from continuing in full or in part from their programme of study. In reaching this decision the Head of Year will consider and offer the student alternative provision, either inside or outside Worcester Sixth Form College, and ensure that an appropriate level of careers support is provided as part of this process.

In the spring term the College commences a re-enrollment process for students studying the first year of a course or study programme. This allows tutors to work with students to ensure that they progress from the first to the second year of study with a study programme that continues to meet their career aspirations. It allows students the opportunity to discuss any changes they may wish to make with their tutor, and to agree such changes with their Head of Year. In some cases students may change their programme of study through this process ahead of commencement of the second year of study, where it had been judged by the Head of Year to be clearly in the academic or progression interests of the student to do so.

Head of Year meet with their line manager regularly to review the processes, intervention and action they provide for students and academic staff, and feed into the work undertaken by the quality team and quality assurance measure undertaken by it.

## Summary Assessment and Mock regime 2023-24

**Each summary assessment must be based on examination style or timed work where this is the primary method of assessment for a course.**

**Please be accurate with performance grades and on track judgements as students' progress against their target grade will be monitored at each summary assessment.**

**Please remember that discussions with students are vital to get them to engage with their targets.**

**Summary Assessment 1 (year 1)** – to be completed by **Friday, 6<sup>th</sup> October 2023**. Main Purpose: review of settling in to College, targets for work habits, improving work.

**Year 2 Mock Exam Week** (block a ½ day) – **w/b Monday 20<sup>th</sup> November 2023**

This will use the Hall, Dance Studio and Gymnasium and will operate on a 'block' a half day system, e.g. all classes in cream on Monday morning etc. rather than subjects with year groups at the same time. The implication of this is that all exams will need to be the same length e.g. 3 hours (or possibly 2 options e.g. a 2 hour or a 3 hour exam).

**Summary Assessment 2 (year 2)** – to be completed by **Friday 8<sup>th</sup> December 2023**. Main purpose: review performance in mock for year 2 students.

**Parents evenings (Year 1): Thursday, 11<sup>th</sup> and Tuesday, 16<sup>th</sup> January 2024**

**Year 2 Mock Exam Week** (block a ½ day) – **w/b Monday 22<sup>nd</sup> January 2024**

**Summary Assessment 3 (all students)** – to be completed by **Friday 9<sup>th</sup> February 2024**.

**Parents evening (Year 2): Tuesday 12<sup>th</sup> March 2024**

**Year 1 Exam Week** (block a ½ day) – **w/b Monday 20<sup>th</sup> May 2024**

**Summary Assessment 4 (year 1)** – to be completed by **Friday, 14<sup>th</sup> June 2024**.

## APPENDIX 5: ADVANCED LEVEL COURSEWORK GUIDANCE

Good Practice	Stage/Process	Outcomes/Sanctions
<ul style="list-style-type: none"> <li>▪ Coursework divided into sections/parts</li> <li>▪ Students create individual schedule/outline</li> <li>▪ Examples readily available</li> <li>▪ Marking criteria simplified</li> <li>▪ Any student absent, seen at specific time</li> <li>▪ Plagiarism policy referred to</li> </ul>	1. Coursework task set	<ul style="list-style-type: none"> <li>▪ Student clear what they need to do</li> <li>▪ Student clear about support available</li> </ul>
<ul style="list-style-type: none"> <li>▪ Date <u>and</u> time agreed in departments and timing explained to students</li> <li>▪ Deadline clearly published in handbooks, schemes, unit booklets, on Moodle and displayed on noticeboards</li> </ul>	Coursework deadlines set	<ul style="list-style-type: none"> <li>▪ Student clear when they need to do it by</li> </ul>
<ul style="list-style-type: none"> <li>▪ Regular reminders given</li> <li>▪ Students encouraged to save work, when it can be, on network and/or hard copies</li> <li>▪ Careful monitoring of attendance close to deadline</li> </ul>	2. Interim/Part deadlines (**) (there may be several of these)	<ul style="list-style-type: none"> <li>▪ Student making progress towards completing task</li> <li>▪ If missed, tutor is informed(*)</li> <li>▪ If more than one missed, tutor asked to inform parents(*)</li> <li>▪ HoD informed</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reference made to Target Grade</li> <li>▪ Feedback includes positive, negative, suggestions</li> </ul>	Feedback, monitoring, tutorials	<ul style="list-style-type: none"> <li>▪ Student knows what they have achieved and advised how to improve that part of the task/how to develop the whole</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students submit two versions - one for safe keeping, one for feedback Or students submit electronic drafts</li> </ul>	3. Draft deadline (**)	<ul style="list-style-type: none"> <li>▪ Student completes whole task</li> <li>▪ If missed (*),HoD forwards to HoY a Dept letter which informs parents and gives notice of final deadline, copies it to tutor. HoY approves, records, posts</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students performing below Target Grade invited to one to one discussion/support</li> </ul>	Feedback, monitoring, tutorials	<ul style="list-style-type: none"> <li>▪ Students know what they have successfully achieved and what is left to do</li> </ul>
<ul style="list-style-type: none"> <li>▪ Deadline dates upheld</li> <li>▪ Early submissions encouraged</li> <li>▪ If deadline missed due to last minute technical difficulties , draft/earlier version submitted</li> </ul>	4. Final deadline	<ul style="list-style-type: none"> <li>▪ Coursework submitted for examination</li> <li>▪ Plagiarism checks made</li> <li>▪ If missed, HoD informed and meets with Head of Year to agree appropriate sanction</li> </ul>
<ul style="list-style-type: none"> <li>▪ Evidence required of unforeseen circumstances</li> <li>▪ HoY involvement and letter to parents</li> </ul>	5. Extended deadline Extremely unusual	<ul style="list-style-type: none"> <li>▪ Exam board notified</li> </ul>

\* if deadline missed, limited feedback may be given if work submitted by an agreed date.

\*\* subject to exam board requirements

**NON-PROGRESSION  
APPEAL HEARING PROCEDURE**

- 1.1 Following the decision to refuse progression the student or his/her parents (where the student is under the age of 19) or carer shall then notify the College in writing within ten working days if they wish to appeal the decision. When writing to notify the College of the intention to appeal the appellant or his/her parent or representative must state the grounds for the appeal.
- 1.2 The College shall set a date and time for the appeal hearing within five working days of receipt of the written request for an appeal hearing.
- 1.3 The appellant and his/her representative will be given five working days' notice of the date and time when the appeal will be heard and where it will take place. With the agreement of the appellant and his/her representative the appeal can be held earlier.
- 1.4 The appellant must attend the hearing and be accompanied by his/her parent(s) or carer.
- 1.5 Legal representation will not be permitted at appeal hearings. If an appellant or their parent(s)/carer(s) lack the capacity to present their case, a non-legal representative may be permitted for this purpose at the discretion of the Principal.
- 1.6 The Principal shall chair the appeal hearing and will determine the admissibility of evidence (including papers) presented at the hearing.
- 1.7 The College manager who made the decision to refuse progression to a student will present the reasons for the College's decision, and in particular the concerns that the College has that led to this decision. The appellant and their representatives will have the opportunity to ask questions of the College manager. The Principal may also ask questions.
- 1.8 The appellant and their representatives will then outline the grounds for their appeal. The College manager and/or the Principal will have the opportunity to ask questions of the appellant and their representatives.
- 1.9 Each side in turn will have the opportunity to sum up their cases if they so wish.
- 1.10 In reaching a decision the Principal shall determine matters of fact 'on the balance of probabilities' based upon the information provided at the hearing.
- 1.11 The Principal may confirm, vary or dismiss the refusal of progression that has given rise to the appeal.
- 1.12 The Principal will announce the decision to the parties in writing within five working days.
- 1.13 When the appellant has exhausted the College's appeal procedure the appellant has the right to make a complaint to the Education and Skills Funding Agency. A complaint to the ESFA is not a further stage of appeal. The ESFA does not hear evidence or seek to substitute its own decision for that of the College.