



# The Ursuline Academy Ilford

## Sixth Form Expectations 2024

The Ursuline Academy Ilford

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## **Introduction**

The Ursuline Academy Ilford is committed to ensuring all students are supported and challenged to achieve their full potential. This commitment is true for all our sixth form students and this brief document outlines our basic expectations of sixth form students to enable us to support and work with them.

## **Punctuality and Attendance**

There is no shortage of research that clearly demonstrates the crucial importance of good attendance at school. For a student to succeed within the sixth form they must be in school and on time. Our policy is that all sixth form students should be in school Between 08:40 and 15:20 5 days a week and attend all timetabled lessons and study periods.

A student's attendance will be considered a cause for concern if it drops below 90% overall. We also monitor lesson attendance and will have the same concern if patterns of poor attendance mean that students are consistently missing the same lessons (and therefore falling below 90% in these).

Where attendance becomes a concern, we will speak to the student in school and will also communicate with parents / carers to highlight the issue and support the student in improving their attendance. We will monitor progress over time and escalate our intervention in cases where attendance doesn't improve or deteriorates.

Ultimately, students must be aware that good attendance as described above is one of the key conditions of being able to study at our sixth form.

Students are expected to attend school and lessons on time and are subject to the same processes as the lower school when dealing with punctuality. Students late to school must attend the 20-minute late detention at the end of the day.

## **Academic Progress**

All sixth form courses have entry criteria that mean students, with hard work, should be capable of achieving at least a good pass in all the qualifications they are enrolled on. Where an individual adjustment was made to allow a student to study a particular course, their progress will be carefully monitored to ensure they are making progress and will succeed on the course.

Academic progress is monitored throughout the academic year by subject teachers and reported once per term. Students also sit formal Qualification for Entry (QFE) examinations in January and April of Year 12 and January of Year 13. Students studying vocational courses will take external modular exams at various points throughout the course and submit portfolio work which is assessed and moderated. These assessments all provide important evidence of student academic progress and likely performance in the final exams.

Throughout a student's time in the sixth form, assessment data as outlined above will be used to monitor progress and, where necessary, guide intervention and support. Our expectation is that all students are on track to at least pass their courses of study (Grade 'E' at GCE A level and Pass for vocational courses).

## **Attitude to Study**

Sixth form students are expected to work hard and fully apply themselves to study. It is, therefore, our expectation that sixth formers will meet deadlines that are set, complete all work to a high standard and fully contribute to all lessons and associated activities. Where this is not the case, staff will use the school's demerit system to record such concerns and intervention will take place where patterns emerge.

## **Continuing to Study in the Sixth Form**

Most students who commence sixth form study with us will complete their courses successfully. There are a small number of occasions where, despite our intervention and support, the evidence demonstrates that it is highly unlikely that a student is going to pass their courses. In these situations, it is in the student's best interest that they do not continue their study but pursue other opportunities that are more likely to lead to success.

Such decisions are given careful consideration and will draw upon a range of evidence that provides a holistic view of a student's progress in school. Withdrawal from courses or the sixth form will never be the first step and previous communication outlining concerns and setting targets for improvement will have already been made.

Whilst the above is continually monitored and acted upon, senior leaders will complete a comprehensive review towards the end of year 12. This is a crucial moment for such decision making as, if students are unlikely to succeed on their current courses, they can still pursue alternative opportunities elsewhere on funded courses. It is also the point where evidence of the categories mentioned in this document can be assessed across an academic year and two sets of formal internal examinations (or equivalent modular performance) to provide the fairest possible process. Students and their parents/carers will be informed of such decisions and can meet with a senior leader to discuss the situation.