



**Wirral Met College**

# **Academic Support Policy & Procedure**

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## **1. Introduction**

1.1 Wirral Metropolitan College (WMC) is committed to a positive policy of equality and diversity and strives to support students wherever possible. It wishes to create an environment that is safe and welcoming to all students, staff and stakeholders. It aims to promote a positive culture where students are able to learn, develop and achieve in a respectful and fair environment. In order to ensure this, we expect students to behave in an appropriate manner at all times, any student who contravenes this may be subject to the College disciplinary procedures.

1.2 This policy and procedures are applied to all WMC students including those students in outreach and community venues, on placements and as part of Work Based Learning.

1.3 There are two streams to the policy. (i) A conditional contract issued at enrolment and (ii) an On Track Review issued at all other times.

## **2. Aim**

2.1 This policy is to support students and staff in providing a learning environment at WMC whereby everyone is fully aware of the expectations of behaviour by students, and support to help them achieve their own academic goals and their personal development during their course. It supports and underpins the Individual Learner Progress (ILP) process.

2.2 The aim is to support each student at the start of the academic year and help them continue on their chosen course monitoring progress and setting the standards expected to achieve successfully.

2.3 The aim is to provide clear guidelines on how staff can effectively follow up on concerns regarding a student's ability to achieve on the course, and to identify and manage supportive measures which can be put in place to ensure students remain and achieve.

## **3. Scope and Purpose**

3.1 This policy and procedure relates to all students and apprentices of the College. Part time students and apprentices will be supported by their subject tutor or trainer assessor, if progress becomes a cause for concern. Full time students are supported by the personal/course tutor. Exceptional circumstances may be put in place for students that are considered vulnerable or have an Educational Health Care Plan.

3.2 Pupils from local schools attending school link programmes will be subject to the relevant procedure of their own school. Higher Education students are governed by the Universities Academic Regulations (see HE Policies).

3.3 A key point of this policy is to have the right approach to supporting all students who want to study at the College by building expectations, at the start of the course, around behaviour, attendance and performance and not to wait until later when it may become more difficult to change or to develop and maintain.

3.4 Staff must always be vigilant for safeguarding issues when dealing with student performance, including the issue of absence. Where a member of staff identifies a safeguarding concern, the College Safeguarding Policy and Procedure should be followed in addition to the Academic Support Policy, and appropriate sensitivity should be applied.

3.5 This policy underpins the requirements of awarding organisations academic standards for the specific qualifications and cannot be used to vary the standards or decisions of the Awarding Organisation.

#### **4. Student Profile and Individual Learning Plan**

4.1 Every full time student will complete an Individual Learning Plan (ILP) through ProMonitor or other recognised College approved ILP. This contains the student's profile and other documents that are completed as part of students' Induction and then through their tutorial and course time. It is also for Personal Tutors to monitor and work with students on their behaviour, attitude and performance – and most importantly how individual students accept that they are responsible for themselves in College and look at how they might improve.

4.2 The ILP will provide necessary information to all delivery and support staff that teach and support the student. As usual, additional information on individual students will be held on the group profiles. Delivery and support staff should familiarise themselves with the level of literacy/numeracy, functional skills, additional support needs etc., required for each student.

#### **5. Monitoring Students Attendance**

5.1 The College electronic register system is used to monitor attendance for all students. All delivery staff MUST complete their registers in a timely fashion, ensuring recording of presence, absence and punctuality is completed correctly. Delivery staff should support students who inform them of any likely late arrivals and when students request a review of register mark. Students who attend, but have genuine reason for lateness should not be penalised (financially), and staff will be expected to recognise and respond to this. The additional section on the register for 'comments' can include notes on particular behaviour problems, or when a student is not meeting targets set. As importantly, positive comments should be made and noted to support students.

#### **6. The Conditional Contract - for returning students**

6.1 The conditional contract is a method of supporting returning students who have had poor attendance or other reason to give academic cause for concern.

6.2 The transition from school to College can be difficult for some students and we recognise that there needs to be a period of readjustment as students get used to their new environment and expectations. During the first few weeks students will follow an ongoing programme of Induction which will help them settle into both College life and the requirements for their course. It is important that Induction is an all staff activity, participating in giving the same message around the College's expectations of student behaviour and attendance. All delivery staff will lead their students through this process, but will also identify any students where transition is causing concern and seek to review if support or further Information, Advice and Guidance is needed.

6.3 This is a supportive process that will enable a student to understand the expectations of the college. The conditional contract will set out the expectations for the particular course the student has chosen, it might include attendance, punctuality, performance on the programme, contribution in sessions, attention to work in class and at home, work placement etc. it will cover the whole of the study programme (Including English and maths).

6.4 Students who have progressed internally and whose attendance and/or progress was a concern in the previous year, may be placed on a conditional contract as part of the enrolment/

induction period (see Appendix 1). Students must be made aware of this prior to the start of their course so that they understand that failure to improve may result in being asked to leave the programme.

6.5 Concerns with students new to College e.g. poor attendance at last school/college, poor reference etc. will be followed up by the Subject Tutor at the enrolment/induction period. An On Track Review can be used to formalise any concerns and put in place a clear action plan to help the student with their transition into college. The On Track Review can also be used to support more vulnerable students who may have been identified through the admissions process. This can include students who are Looked After or are leaving care, those with caring responsibilities, those with criminal convictions and those with other external issues which could affect their ability to achieve on their course.

6.6 Concerns may be raised in the following areas:

- Attendance – Minimum 95%\*
- Punctuality – Minimum 95%\*
- Behaviour – general classroom behaviour plus any specific conduct incidents (significant conduct issues must be followed through the student disciplinary policy)
- Attitude towards work / effort and performance
- Any support issues e.g. learning support, welfare financial support
- Difficulties with attainment levels
- Non-submission of course work, including independent study, e.g. homework
- Unauthorised non- attendance on work placement
- Any timetable issues

*\*Different targets may apply to vulnerable students*

6.7 The Personal Tutor and Curriculum Manager will meet with the student, and parent guardian if under 18, to discuss the issues. They will then set a number of realistic targets for the student, to ensure they are clear what is expected of them. This must be recorded on a conditional contract signed by the Assistant Principal and in the Students ILP, a copy of the conditional contract should be given to the student and parents/guardians. A review meeting will be held with the personal tutor in two weeks to ensure progress towards targets have been met. The final review will take place with the Curriculum Manager and Personal Tutor.

6.8 The conditional contract will last for a maximum period of 5 weeks.

6.9 The Personal Tutor must liaise with Pastoral Support Mentor to identify if there are any (known) support needs or Safeguarding concerns to be considered.

6.10 The targets will be set for a maximum of two weeks and a monitoring meeting arranged with the Personal Tutor at the end of the two week period. If after that time the student has not achieved the targets set and the Curriculum Leader and Personal Tutor still have concerns about the student a meeting will be called with the Assistant Principal (Faculty) and the student to discuss withdrawal and make recommendations for the next steps. Students must be given the opportunity for a guidance interview.

6.11 Where it has not been possible to meet with the student due to non-attendance a copy of the conditional contract will be sent to the student and to their parents/guardians if they are under the age of 18. The student will be offered a guidance interview and if no alternative course is available or appropriate then the student will be withdrawn.

6.12 Consideration for options within the College needs to be given for students who are studying below Level 1, have learning difficulties or are considered to be vulnerable. For

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students to whom the College offers this consideration there will need to be special adaptation to the above approach to this process which may be closer monitoring of progress. Any adaptation must be agreed with the Assistant Principal for the area.

6.13 Where withdrawal is recommended this must be with the agreement of the Assistant Principal. If a student is to be withdrawn the process in outcome 3 must be followed

6.14 If a student wishes to appeal against the decision to withdraw they must follow the process for On Track Review Appeals set out in Section 13

6.15 There are three possible outcomes from the conditional time period:

- Outcomes met or
- Majority of outcomes met or
- There has been no progress and the student will be offered an interview with Student Services, withdrawn from the course/College and if under 18 referred to Local Authority.

## 7. On Track Review

7.1 On Track Reviews (OTR), will be called to address factors which are affecting student performance and progress. Prior to calling an On Track Review other methods of trying to address the issues must be attempted e.g. discussions with student, setting suitable targets. Personal Tutors, Subject Tutors and Curriculum Managers should work with, encourage and support students to get back on track with their course. In all cases the OTR is only called after all support and other interventions have been taken or where attendance has fallen to 90% on their programme or on any aspect of it e.g. English. Reasons for calling an OTR include:

- Attendance – below 95% on **any** part of the students programme a letter is to be sent to student and parent/guardian if appropriate
- Attendance – if attendance continues to fall to 90% an OTR to be called
- Attitude to work/ lack of commitment – Initial response is a letter to student and parent guardian as appropriate and OTR if there is no improvement or a continued decline of attitude to work.
- Punctuality – minimum 95%
- Three or more deadlines missed for homework or assessed work
- Behaviour including general classroom disruption, lack of respect or poor response to course group work.

7.2 An OTR is requested by classroom tutor to the personal tutor. In addition a student may request a meeting if they feel their personal circumstances are impacting on their progress at College. OTR should be called to address poor academic performance or factors that may affect academic performance, such as the examples above. OTR must not be used to deal with discipline or conduct issues. OTR is a supportive process to assist students in identifying how their performance can improve to achieve their qualification.

7.3 OTRs should encourage and support students to get back on track with their course. They should be supportive in nature and called at the point where a student still has the opportunity to achieve on their course. For students on 1 year programmes OTR are unlikely to be called after February half term, for students in year 1 of a 2 year programme OTR can be called throughout the year. OTR should not be used as a method of withdrawing students or as a disciplinary measure or used to deal with specific conduct issues (*see Student Disciplinary Policy*).

## **8. Calling an On Track Review (OTR)**

8.1 The student is advised by the Personal/Course Tutor that an OTR will be called and why. The Tutor calls an OTR by advising the Curriculum Manager and booking a time, inviting the student's parent/guardian (16-18s). Once this has been agreed, the Personal Tutor will need to complete an 'OTR Preparation form' making note on the ILP. The meeting notes must be completed with SMART, realistic targets for the On Track Review Action Plan (OTRAP Appendix 3).

8.2 In a case where a student may have significant problems a preliminary meeting may then be called with a relevant member of staff. Letters notifying the student and parents/ guardian of the date and time of the meeting are sent. The following staff attend an On Track Review:

- Curriculum Manager – Chairs the meeting
- Personal/ Course Tutor – Brings evidence of underperformance to the meeting for discussion
- Faculty Administrator – note taker and impartial person
- Student
- Parent/Guardian
- Pastoral Support Mentor to be involved if issues indicate the student needs support

Parents / Guardians are to be invited for all students aged under 18 or for those students with learning difficulties aged under 25, where appropriate. If parents are unable to attend they may submit a supporting letter in advance of the meeting.

## **9. The On Track Review Meeting**

9.1 The Curriculum Manager chairs the meeting and ensures introductions are made and the purpose of the On Track Review is explained. It must be made clear during the introductions that this is a supportive College process to enable the student to get back On Track. The Curriculum Manager also makes clear that the process is a formal one which lasts for 6 weeks.

9.2 The Tutor identifies the issues, actions taken and student responses to date.

9.3 The Tutor must provide documentation at the meeting to support the issues raised, which may include attendance / punctuality data, subject / personal reports, student Individual Learning Plan.

9.4 The Curriculum Manager ensures the parent/ guardian and student's views are listened to and documented. The student should feel supported to raise any concerns they have or any current issues they are facing that is impacting on their performance in College. This is to allow for individualised support to be offered and discussed.

9.5 The Curriculum Manager presents and explains the On Track Review Action Plan (OTRAP) and the SMART targets set for the student, the date of the monitoring meeting is also set at this stage (3 weeks from the On Track Review meeting).

9.6 The Curriculum Manager must ensure that the student and parents/guardians understand that failure to comply with the OTRAP may result in the student being withdrawn from the programme.

9.7 A copy of the OTRAP is sent to both student and parents/guardians, which clearly outlines the SMART targets and date/time of Monitoring Meeting.

9.8 Targets will be reviewed by the personal tutor and student at week 3 and more frequently if necessary.

9.9 A final monitoring meeting will take place at Week 6.

## 10. The Monitoring Meeting

10.1 During the weeks prior to the Final Monitoring Meeting, the targets set will be reviewed by the Personal Tutor with the course team to ascertain if they have been met or whether further support is needed. If the review highlights that withdrawal is necessary, the Personal Tutor must arrange for the Curriculum Manager or Assistant Principal to be present at the Final Monitoring Meeting. A withdrawal can only be carried out following approval from the Assistant Principal. In addition, Student Services must be notified with regard to an exit interview.

10.2 The Final Monitoring Meeting may have one of three possible outcomes:

### **Outcome 1**

- The student has met the terms of the OTRAP satisfactorily. In this case, the student is to be congratulated for getting back on track and informed that they are no longer subject to a On Track Review Action Plan. The Personal Tutor must inform the subject tutors, update the student (ILP) and ensure a letter is sent to the student and parents/guardians.

### **Outcome 2**

- The student has made significant efforts and achieved the majority of the targets set. In this instance, the OTRAP can be extended for a further two weeks and another Final Monitoring Meeting is set. The Personal Tutor must inform subject tutors and update the student (ILP) and parents about the extension. After the second Monitoring Meeting the student is either released from the OTRAP (as in Outcome 1) or a recommendation to withdraw the student from the course/College is made (Outcome 3).

**A student can only have their OTRAP extended once.**

### **Outcome 3**

- The student has made very little or no effort to meet the terms of the OTRAP, and following discussion it is unlikely the student will change their position or attitude. If this is the case the Personal Tutor must discuss this with the Curriculum Manager/Assistant Principal. **The withdrawal can only be carried out following the approval of the Assistant Principal.** At the Monitoring Meeting, the Assistant Principal/Curriculum Manager explains to the student the reason for withdrawal and should remind them of the conversation which took place at the OTR meeting. The outcome must be communicated in writing to the student and parent/guardian as appropriate

10.3 Assistant Principal/Curriculum Manager should be sensitive that this will be an upsetting time for some students and they will require a supportive exit from the College. All students who are withdrawn will have an exit interview arranged with Student Services for guidance. In addition, for any 16-18 year-old students, Student Services must contact the Local Authority (LA). If the contact can be made prior to a student's withdrawal meeting, the LA may be able to have an engagement worker on site to assist in exiting the student and discuss next steps.

10.4 If a student is under 18 or is considered vulnerable the Personal Tutor must ring the student's parents/ guardians as soon as the meeting is complete and inform them that the student has been withdrawn. This must also be confirmed in writing and the ILP updated.

## 11. Failure to attend an On Track Review or Monitoring Meeting

11.1 If a student fails to attend their OTR, a letter will be sent advising of an alternative date. This must be within 1 week of the original date (excluding exceptional circumstances). If a student fails to attend two arranged OTR dates set, the meeting will take place in their

absence. The outcome is to be recorded in the ILP by the personal tutor and letter sent to student and parent.

#### **11.2 Any withdrawal letter must be sent from the Quality Department.**

### **12. Reinstatement of the On Track Review Action Plan**

12.1 If a student has satisfactorily met the terms of their OTRAP they will continue to study on their programme, but if the student returns to the previous poor performance it is then appropriate to re-instate an OTRAP (there may be additional targets to be set.) The Personal Tutor will meet with the student to discuss this action and seek out any reason for not completing work / falling attendance, as required.

12.2 Normal processes for monitoring and reviewing the OTRAP must be followed. If the issues are different to the previous OTR and there does not seem to be a resolution at a class/course level, then a new OTR must be called.

12.3 On Track Review can only be reinstated once per academic year.

### **13. Appeals Procedure**

13.1 The student has a right of appeal against withdrawal from the College, by written notice to the Vice Principal / Deputy Principal with grounds for their appeal, within 5 days of receipt of written notice of the outcome of the Final Monitoring Meeting.

13.2 An appeal panel will be convened consisting of a member of the Senior Leadership Team, a College Manager, a member of staff from the area who is not familiar with the case and a note taker.

The student will be invited to present their case with evidence and can be accompanied by a parent/ guardian.

13.3 Any appeal must state the grounds for the appeal. The grounds for appeal are:

- The punishment is too severe for the offence, whether withdrawal from the course is considered to be fair and appropriate
- The procedures outlined have not been followed.

13.4 An appeal hearing will be arranged within 10 working days of the notice of an appeal being lodged.

13.5 The final decision of the appeal panel will be communicated in writing to the student and parent/guardian within 2 working days of the appeal panel interview. The decision will be final.

### **14. Special Consideration**

14.1 Special consideration will be given to students who have a recognised learning difficulty and or disability or a student with additional support needs (e.g. literacy difficulties, Asperger's and English Speakers of Other Languages).

14.2 At every stage of the process staff must be sensitive to the needs of students who may be disadvantaged by a process that relies on written communication and formal interviews. Staff must consider the individual needs of such students and adapt the process, with advice from the additional learning support team, in order to ensure that they are treated fairly and equitable. This may include;

- Adapting the language in any written communication; provide any written communication in alternative formats or languages;

- Provide additional advice to ensure that the student understands the process and consequence
- Provide interpretation services at any of the formal meetings
- In deciding what action to take the students ability to understand the College expectations and the degree to which the student has been supported to understand them. This may be particularly relevant in cases involving students with a learning difficulty.

14.3 In exceptional cases it may be more appropriate to apply the Fitness to Study policy rather than the academic support policy.

14.4 If a student is under 18 years of age and subject to this process whenever practical a parent/guardian will be invited to attend the meetings unless in the view of the chair conducting the interview such attendance would distract from the support being offered.

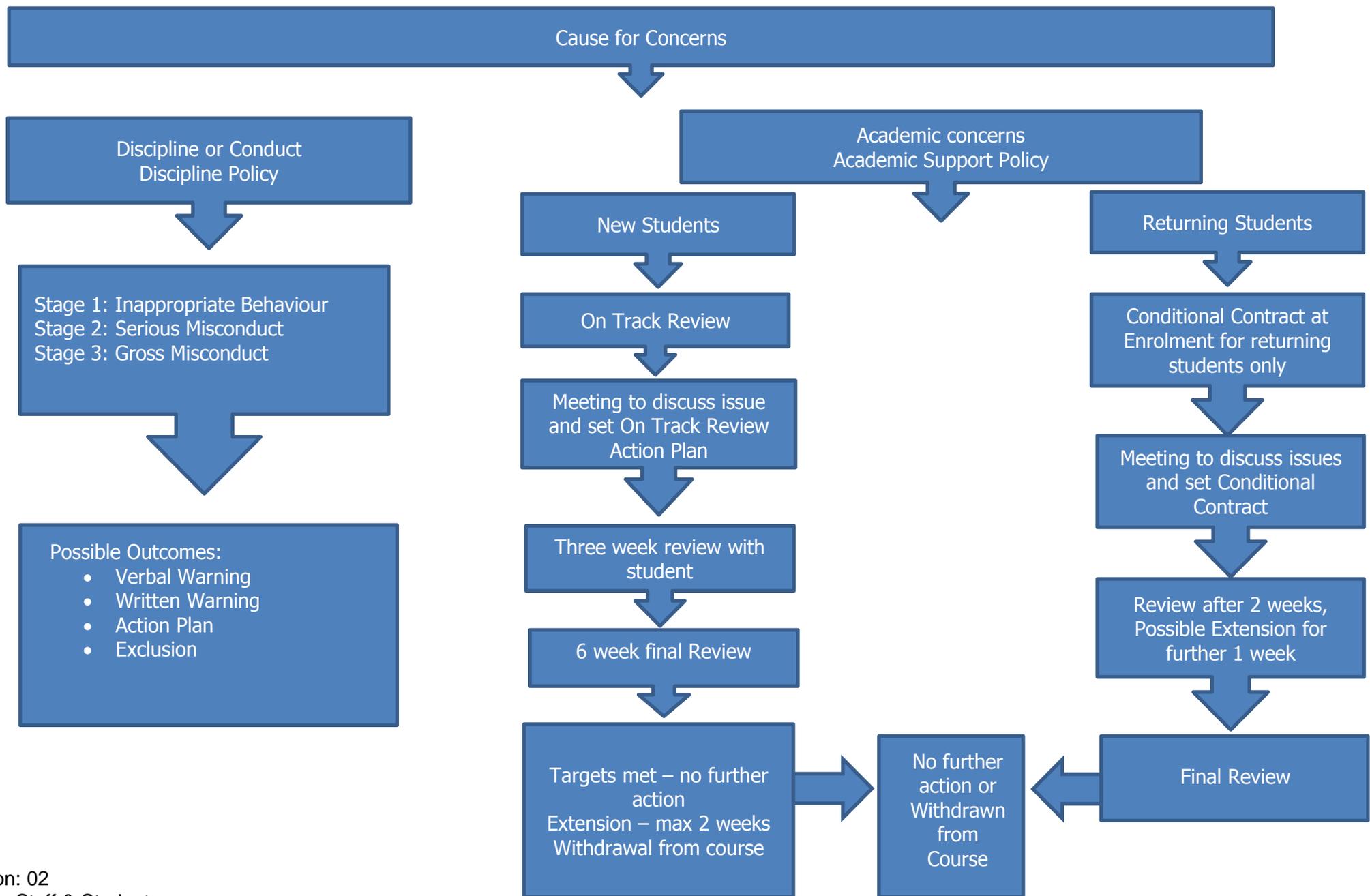
14.5 The Personal Tutor must consult in advance with the Pastoral Support Mentor regarding any students, irrespective of whether the student is failing to maintain academic standards, who may be considered to be 'Vulnerable' e.g. experiencing a significant level of personal, emotional trauma or stress. If the student is deemed to be 'Vulnerable' the Academic Support Policy may be customised (or less formal – see above) to meet with the particular circumstances of the student.

14.6 'Vulnerable' students may present a risk to themselves or others. Where appropriate, safeguarding procedures should be considered.

## **15. Other Relevant Documents**

15.1 This policy and procedure must be read in conjunction with other relevant College policies/procedures and/or statements. All documents can be found on the Intranet

- Acceptable Users Policy/Agreement
- Data Protection Policy
- Attendance and Punctuality Policy
- Fitness to Practice Policy
- Student Disciplinary Policy
- Safeguarding and Protection of Children and Vulnerable Adults Policy
- Assessment Policy (including Plagiarism?)
- Equality and Diversity Policy
- Academic Appeals Policy



## Appendix 1



**Conditional contract for** \_\_\_\_\_ **(Student Name)**

**Student Reference Number** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Course** \_\_\_\_\_

**Reason for conditional contract**

\_\_\_\_\_

As a condition for enrolment at Wirral Met College I agree to conditional status for the first 5 weeks of term. If I do not meet the conditions set out below I may be withdrawn from the course.

At the conclusion of the conditional time period, a review meeting will be held with my tutors and parents/guardians (if appropriate) to discuss my progress.

During the conditional time period I will:

- a. achieve appropriate academic progress (participate in class, hand in assignments to deadlines, seek help when needed etc.)
- b. follow policies and guidelines as stated in the college handbook
- c. attend college 100% of time including maths & English requirement and be on time for all lessons
- d. meet any additional objectives as set in my Individual Learning Plan (ILP)
- e. attend review meetings as detailed below

Review Meeting 1- Your personal tutor will meet with you at week 2 to review your progress.

Review Meeting 2 – Your personal tutor will advise you of one of the following outcomes:

1. the Conditional time period has been successfully achieved
2. the Conditional time period will be extended for 1 week
3. you will be withdrawn from Wirral Met College as the conditions have not been achieved

I have read and agree to the conditions outlined in this contract.

	Signature	Date Signed
Student		
Parent/ Guardian		
Tutor		

Assistant Principal (this has to be agreed by the AP at enrolment)		
--	--	--

Agreed date for review meeting 1 ( Week 2)		
Actions agreed:		
Agreed date for review meeting 2 ( Week 4)		
Actions agreed:		
		Tick as appropriate
The conditional time period has been successfully achieved		
Conditional time period will be extended ( attach details of date and conditions of probation)		
Student to be withdrawn from Wirral Met College as the conditions have not been met (attach details) AP Approval		
Comments from personal tutor:		
Signed: ..... Date:.....		
Comments from student:		
Signed: ..... Date:.....		

Copy for Student, Copy for Parent/Guardian, Copy for Curriculum Manager



## Appendix 2 – On-Track Review Request Proforma

### On-Track Review (OTR) Request

Student Name: .....

Course: .....

Personal Tutor: .....

**Please list below the main areas for improvement which need to be addressed as part of the On-Track Review (OTR):**

1. ....
2. ....
3. ....
4. ....

Other Comments:
-----------------

**Once achieved please submit to the relevant Personal Tutor.**

To be completed by the Faculty Administration:

Date of OTR ..... Room No. ....



**Appendix 3 – On-Track Review Proforma**

**On-Track Review Action plan (OTRAP)**

The Curriculum Manager (or appropriate substitute) will complete this form. It must be used to highlight concerns with regard to the student's performance, following concerns raised by subject/personal tutors or Curriculum Manager.

Please ensure you note the completion of the review documentation on the student's Individual Student Record (ILP) on Pro Monitor.

<b>Student name:</b>	<b>Course:</b>	<b>Date of Review:</b>
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What needs to improve?	Success Measure?	Progress over 3 weeks?	Achieved? (No, Partially, Full)

<b>Date/Location to meet and monitor progress against agreed actions (6 weeks from date of Review)</b>	
--	--

<b>Outcome</b>	
Full achievement of action plan	<input type="checkbox"/>
Final 2 week extension	<input type="checkbox"/>
To be withdrawn from course	<input type="checkbox"/>
Date of review: _____	

Student signature: \_\_\_\_\_

Curriculum Manager Signature: \_\_\_\_\_

Assistant Principal Signature \_\_\_\_\_

**For students under the age of 18, this document will be sent to parent/guardian.**



## Appendix 4 Letter 1: Invitation to On-Track Interview

Copy to Student

Dear

In line with the College's Academic Support Policy, I am writing to inform you that an 'On-Track' Review has been arranged with your Curriculum Manager to discuss progress on your course. This has been arranged to discuss the following:

(insert) e.g. Attendance below 90% etc.

If you are under 18 years of age, your parent/carer will be invited to attend.

Please report to:

Date:

Time:

Room:

Yours sincerely

Personal Tutor



## Appendix 5 Letter 2: Invitation to On-Track Interview

Copy to Parent/Guardian (if under 18)

Dear Parent/Guardian

In line with the College's Academic Support Policy, I am writing to inform you that an 'On-Track' Review has been arranged to discuss \_\_\_\_\_ progress on their course.

This has been arranged to discuss the following:

(insert) e.g. Attendance below 90% etc.

We hope that you are able to attend the meeting. This will be chaired by the Curriculum Manager where there will be an opportunity to discuss the issues raised to ensure that \_\_\_\_\_ can get back On-Track. If you are able to attend, please report to reception at the following time:

Date:

Time:

If you are unable to attend, you will be informed of the outcome of the meeting.

Yours faithfully

Personal Tutor



## Appendix 6 Letter 3: Letter following On-Track Review – to student

Dear

I enclose the On Track Review Action Plan agreed at the recent On-Track review.

This plan will be reviewed in three weeks and we hope that will you have addressed the actions raised within the plan. As stated at the meeting, there are one of three possible outcomes:

- **Outcome 1:** All actions have been met, you will be back On-Track and able to continue on the course. Please note that any return to previous performance at a later date will reinstate the action plan, reinstatement can only take place once per academic year.
- **Outcome 2:** significant efforts have been made to achieve the majority of the identified targets, an extension for two week will be proposed to address all aspects of the action plan. Please note that any extension will only be granted once.
- **Outcome 3:** If little or no effort has been made to meet actions, you will be withdrawn from your programme of study. You will be offered support from Student Services to support your exit to alternative provision and if you are under 18 years of age, the local authority will be contacted to inform them that you are no longer a student at the College.

If you require any support with the actions identified please call into the student services centre.

Yours sincerely

Curriculum Manager



## Appendix 7 Letter 4: Letter following On-Track Review

Dear Parent/Guardian

I enclose the On-Track Review Action Plan agreed at the recent On-Track review meeting.

This plan will be reviewed in three weeks and we hope that \_\_\_\_\_ has addressed the actions raised within the plan. As stated at the meeting, there are one of three possible outcomes:

- **Outcome 1:** If all actions have been met, \_\_\_\_\_ will be back On-Track and able to continue on the course. Please note that any return to previous performance at a later date will reinstate the plan. Any reinstatement can only take place once per academic year.
- **Outcome 2:** If significant efforts have been made to achieve the majority of targets, a two week extension will be agreed to address all aspects of the action plan. Please note that any extension will only be granted once.
- **Outcome 3:** If little or no effect has been made to meet actions, \_\_\_\_\_ will be asked to leave College. Support will be offered from Student Services to support exit onto alternative types of provision and the local authority will be contacted to inform them that \_\_\_\_\_ is no longer a student at the College.

Yours faithfully

Curriculum Manager



**Appendix 8 Letter 5: Outcome letter after 6 weeks to parent/Guardian under 18 – achieved action plan**

Dear Parent/Guardian

I am pleased to inform you that \_\_\_\_\_ has successfully addressed all the actions identified during the On-Track Review. As such, the College is delighted that this intervention has provided \_\_\_\_\_ with the support needed to return to the level of performance required.

Yours faithfully

Curriculum Manager



**Appendix 9 Letter 6: Outcome letter after 6 weeks to Parent/Guardian under 18 – extension of action plan**

Dear Parent/Carer

I am writing to inform you that \_\_\_\_\_ has made significant effort to achieve the majority of targets identified during the recent On-Track Review. However, unfortunately, not all of these targets have been achieved and \_\_\_\_\_ is still working below the standard of performance expected.

\_\_\_\_\_ has been provided with a two week extension in order to achieve the remaining targets. Failure to do so will result in \_\_\_\_\_ being withdrawn from the College as outlined in the previous correspondence.

I hope that \_\_\_\_\_ is willing to address the issues that remain a concern and I will inform you whether all targets have been achieved following the two week extension.

Yours faithfully

Curriculum Manager



**Appendix 10: Letter 7: Outcome letter after 6 weeks to parent/carer under 18 – failed action plan**

Dear Parent/Guardian

It is with regret that I write to inform you that \_\_\_\_\_ has failed to address the actions raised as part of the On-Track Review process. At this point, the College feels that it has made every attempt to intervene to support \_\_\_\_\_ in order to address the under-performance.

As such, \_\_\_\_\_ will be withdrawn from the College. Student Services have been made available to provide any additional support in relation to alternative provision that might be available and the Local Authority will be contacted in due course to inform them of \_\_\_\_\_ withdrawal.

Yours faithfully

Assistant Principal