

Student Performance Policy

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1. Policy Overview

The purpose of this Policy is to support students and staff in providing a learning environment at Wirral Met College [WMC] where everyone is fully aware of the expectations of performance to help all students achieve their own academic goals and their personal development during their course.

The Procedures are to be undertaken in conjunction with the Student Discipline Policy. The aim of the Policy is to support each student at the start of the academic year and help them continue on their chosen course, monitoring progress up to their first six weeks in the College and beyond their first 6 weeks “settling in period”.

It is expected that across the College most of the students will not be drawn into this Policy as they will have 100% attendance, be on their correct course and be completing the class and course work at appropriate levels for their qualification. This Policy applies to students in need of further positive intervention and guidance to stay on course.

- Student Performance covers **all WMC** full time Further Education students on a programme of study, including apprentices, regardless of age.
- The exception to this are students on Higher Education (HE) courses. Students on higher education programmes accredited through a partner university should be dealt with using the relevant university procedures.
- Students on part-time programmes will be supported through 1-1 meetings with their subject tutor if progress becomes a cause for concern.
- The aim of the policy is to provide clear guidelines on how staff can effectively follow up on concerns around a student's ability to achieve on their course, and to identify and manage supportive measures which can be put in place to ensure students remain and achieve.
- 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 very start of their course – around behaviour, attendance and performance and not to wait until later in the course when this may be more difficult to develop and maintain.
- 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 Student Performance Policy, and appropriate sensitivity should be applied.
- Monitoring and oversight will be carried out and reviewed by SLT and during Student Progress Assessment Board (PAB) meetings.

2. Student Profile and Individual Learning Plan (ILP)

- Every full-time student will complete an Individual Learning Plan through Pro-monitor.

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 Pastoral Coaches* (or Personal Tutor, PT, in Specialist Provision) to monitor and work with students on their performance and most importantly how individual students accept that they are responsible for their progress in College and look at how they might improve

- The Individual Learning Plan [ILP] will provide necessary information to **all** delivery and support staff [within their own course/Department and across the College] that teach and support the student. 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 and strengths of each student.
- Students' Additional Learning Support (ALS) needs can be found in the Additional Learning Support section of ProMonitor
- Students who are Care Experienced or under Child Protection or Child In Need are classed as '**High Level Safeguarding**' students. This is indicated on ProMonitor where they will be listed as being in a **High Level Safeguarding** 'tutor group'.

*** Please note – for students on Specialist Provision programmes (Prep for Life and Employability & Progression departments), tasks ordinarily carried out by the Pastoral Coach under this policy will be performed by the student's Personal Tutor.**

3. Monitoring student's attendance

The College electronic register system is used to monitor attendance for all students. All delivery staff **MUST** complete their registers in a timely fashion (within the first 15 minutes of the session starting, where possible), ensuring recording of presence, absence and punctuality is completed correctly on all occasions.

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, and staff will be expected to recognise and respond to this.

In recognition of the unique challenges faced by Care Experienced students, students with caring responsibilities, and students with health conditions, the College acknowledges the need for flexibility in attendance and punctuality expectations. Staff should be aware of the agreed adjustments that may apply to these students, considering their individual circumstances. Any agreed adjustments to attendance and punctuality will be clearly communicated and documented within the register's

'comments' section. This ensures that any such students are not unfairly penalised for factors beyond their control, and that they receive the necessary support to succeed in their studies.

Tutor comments should 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.

4. The Settling in Period

The transition from school to College can be different for some students. All staff should recognise there needs to be a period of readjustment as students get used to a new environment and the expectations the College has set for them. All students will follow a programme of Induction during the first six weeks 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 performance 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 is needed or further Information, Advice and Guidance.

Initial concerns will be followed up by the Subject Tutor and managed within the course/class setting. However, if there are ongoing concerns there should be further discussion with the Pastoral Coach/Deputy Head of Department and if necessary a Settling-In Review will be organised to formalise concerns and put in place a clear action plan to enable the student to get back on track. This can be carried out by any member of the curriculum team, a Pastoral Coach or a member of the curriculum management team. If the student has ALS needs, or is a High Level Safeguarding student, the relevant team must be contacted in advance of a Settling-In Review to establish whether their input will be required to support this process. **A Settling-In Review must be completed within 6 weeks of a student starting their course if attendance falls below 90% on any aspect of their course or overall.** This review is designed to provide timely intervention, identify barriers to engagement, and offer appropriate follow-up support, including the possibility of considering alternative programmes of study where necessary.

Key Focus Areas of the Review:

- **Attendance:** A reasonable expectation of attendance over the settling-in period should be discussed, taking into account individual circumstances, including extenuating factors such as care-experienced status.
- **Punctuality:** Patterns of punctuality should be reviewed, aiming for consistent improvement linked to employability skills.
- **Engagement and Effort:** Evaluate the student's attitude towards their work, their effort and performance, and any instances of non-submission of formative or summative assessments.
- **Support Needs:** Identify any additional support requirements, including learning support, safeguarding concerns, or financial challenges that may be affecting engagement.

- **Academic Progress:** Highlight any difficulties with attainment or course requirements and explore strategies to support the student.
- **Behaviour:** Review general classroom behaviour. However, any specific conduct concerns should be reviewed in line with the Student Discipline Policy if significant issues arise.
- **Timetable Issues:** Identify and address any practical barriers or scheduling challenges that may be impacting attendance or engagement.

This review should prioritise identifying the underlying reasons for any issues and setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets to support the student in improving their engagement and performance. Care-experienced students and others with extenuating circumstances should receive additional consideration and support tailored to their needs.

This must be recorded on an Action Plan, a copy of which should be given to the student – and for students under the age of 18 a copy sent to parents/carers. The Pastoral Coach must liaise with ALS and Safeguarding teams to see if there are any [known] support needs or Safeguarding concerns to be addressed.

Targets will be set for **a maximum of two weeks and a monitoring meeting arranged with the chair of the meeting at the end of the two-week period.**

If the student has not achieved the targets set, the process outlined in **Outcome 3** [below] must be followed. Students must be given the opportunity for a guidance interview.

Consideration for options within the College needs to be given for students who are below Level 2, or have learning difficulties or are considered vulnerable. For 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 adaption must be agreed with the Head of Department.**

In addition, students who have progressed internally and whose attendance and/or progress was a concern in the previous year, can be placed on a Settling in Review as part of the Induction period. 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.

5. On Track Reviews (after 6 weeks settling in period)

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, Pastoral Coaches, Subject Tutors and curriculum management teams 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 80% or below on their programme or on any aspect of it.

Some of the main reasons for calling an OTR include:

- Attendance
 - If attendance falls below 85% on any part of a student's programme of study or overall an attendance letter will be sent to the student and/or parents
 - If attendance does not improve and continues to fall to 80% on any aspect of the student's programme or overall, an On-Track Review **MUST** be called
- Attitude towards work/apathy
 - If attitude to work is a cause for concern, a letter will be sent to the student and/or parents. Examples may include:
 - Punctuality – minimum 90%
 - Three or more deadlines missed for homework and/or assessed work
 - Behaviour including general classroom disruption, lack of respect or poor response to course/group work *(please note behaviour and conduct is dealt with separately through the Disciplinary Policy, however poor behaviour may be impacting on student performance alongside other issues)*

An On Track Review can be carried out by any member of the curriculum team or the Pastoral Coach. However, all relevant staff members must be notified of the meeting through ProMonitor.

On Tracks Reviews must not be used to deal with specific conduct issues [see Student Disciplinary Policy] - these are supportive events to assist students to identify how their performance can improve to achieve their qualification/s.

5.1 Organising the On Track Review

On-Track Review Process for 16-18 Students and Students with EHCPs

1. Initiating the OTR

- Any staff member who identifies concerns about a student's attendance, punctuality, behaviour, or performance can initiate an On-Track Review (OTR).
- The staff member advises the student that an OTR is being arranged and explains the reasons for the intervention.

2. Arranging the OTR

- The initiating staff member completes an On-Track Review Request form, clearly outlining the specific areas of concern (e.g., attendance, punctuality, academic progress, behaviour).
- The completed form is submitted to the Department Admin team, who will organise the meeting and manage the notifications.

3. Notification and Scheduling

- The Admin team schedules the meeting, ensuring it aligns with the student's attendance days and provides **at least 3 working days' notice**.

- Notifications are sent to the student, parents/carers, and all relevant staff members (e.g., Pastoral Coach, ALS Tutor, Safeguarding Manager, or PEP Coordinator where applicable).

4. Additional Support and Inclusion

- For students with ALS needs, the relevant ALS Tutor must be informed to ensure support is in place.
- For care-experienced students, the PEP Coordinator must also be notified to address any specific needs or extenuating circumstances.
- If the student is classified as High-Level Safeguarding, the Safeguarding Manager **must be** included to assess and provide any additional support.

5. Conducting the OTR

- The meeting is chaired by the initiating staff member or the Pastoral Coach, with input from other relevant staff as needed (e.g., ALS Tutors, PEP Coordinators, or Safeguarding team members).
- The meeting focuses on:
 - Identifying barriers to success.
 - Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.
 - Agreeing on actions to address the concerns.
- Parents/carers are encouraged to participate in the meeting, either in person or remotely, to ensure a collaborative approach.

6. Follow-Up

- Meeting outcomes, including agreed targets and actions, are documented and shared with all relevant parties.
- Progress against the targets is reviewed in subsequent one-to-one sessions or follow-up meetings with the Pastoral Coach or other key staff members

On-Track Review Process for 19+ Students (Excluding Those with EHCPs)

1. Arranging the OTR

- The tutor identifies concerns regarding the student's attendance, performance, or behaviour and initiates the On-Track Review (OTR).
- The tutor arranges the meeting for the next time the student is due to attend college, ensuring it is scheduled at a convenient time to minimise disruption to lessons.
- If the student is not due in college for an extended period, the OTR may be conducted remotely via phone or an online meeting platform.

2. Notification

- The tutor notifies the student of the meeting, explaining the purpose and what will be discussed.
- The student is entitled to bring someone to the meeting for support, such as a trusted friend, peer, or external agency representative.

3. Additional Support and Inclusion

- For students with ALS needs, the relevant ALS Tutor must be informed to ensure support is in place.
- For care-experienced students, the PEP Coordinator must also be notified to address any specific needs or extenuating circumstances.
- If the student is classified as High-Level Safeguarding, the Safeguarding Manager **must be** included to assess and provide any additional support.

4. Conducting the OTR

- The student is collected from their lesson or joins remotely at the agreed time.
- The meeting is chaired by the Head of Department (HoD) or Deputy Head of Department (DHoD) with input from other relevant staff as needed (e.g., ALS Tutors, PEP Coordinators, or Safeguarding team members).
- The tutor presents evidence of the student's underperformance, including attendance data, assessment records, or other relevant information.
- Discussions focus on identifying barriers to success and setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets to address the concerns.

5. Roles in the Meeting

- **Chair (HoD/DHoD):** Leads the meeting and ensures a productive discussion.
- **Tutor:** Presents evidence of the student's underperformance and contributes to the discussion of solutions.
- **Department Admin (where possible):** Acts as the note-taker and impartial person to ensure the meeting is documented accurately.
- **Student:** Actively participates in the discussion, with the option to bring a support person to the meeting.

6. Follow-Up

- The agreed actions and targets are documented during the meeting and shared with the student and any other involved parties (e.g., external agencies if applicable).
- Progress is reviewed during subsequent tutor meetings or through remote check-ins if the student is not regularly attending college.

Substitutions may be made as follows:

Head of Department [HoD] may be substituted by: another HoD, or a DHoD who has knowledge of the student

Fitness to Study

If a student's performance or ability to engage in their studies is significantly impacted by their Additional Learning Support needs, mental health, or wellbeing issues, this policy should still be applied as above while taking care to ensure the Additional Learning Support team are involved as indicated.

However, **if it is expected that the student is likely to be withdrawn** from their studies due to issues relating to a learning difficulty, disability, or physical or mental ill health, the **Fitness to Study** policy should be followed instead of this process. This will involve a review of the student's situation in partnership with the Pastoral Coach and Additional Learning Support (ALS) to determine whether additional support is required or if a temporary or permanent adjustment to their programme of study is necessary.

5.2 The Monitoring Meeting

During the 4 weeks prior to the Monitoring Meeting, the target[s] set should be reviewed by the chair of the OTR with the course team and Pastoral Coach weekly to ascertain if they have been met or whether further support is needed.

If the review highlights that withdrawal may be necessary, the Head of Department **must** be present at the Monitoring Meeting. **A withdrawal can only be carried out by a Head of Department in agreement with the relevant Director.**

In addition, the College Careers Education Information Advice and Guidance (CEIAG) team must be notified with regard to an exit interview.

The Monitoring Meeting may have one of three possible outcomes:

Outcome 1

The student has met the terms of the Action Plan Agreement (APA) satisfactorily. In this case, the student is to be congratulated for getting back on track and informed that they are no longer subject to an APA. The staff member chairing the meeting **must** inform the Subject tutors and the Department Admin team, update the student ILP to enable the appropriate letter to be sent to the student and parents/carers.

Outcome 2

The student has made significant efforts and achieved the majority of the targets set. In this instance, the APA can be extended for a further two weeks and another Monitoring Meeting is set. The chair of the meeting **must** inform Subject Tutors and the Department Admin team so they can send the appropriate letter to the student and parents/carers with the date, time and place for the second Monitoring Meeting. The chair of the meeting must also update the student ILP.

After the second Monitoring Meeting the student is either released from the APA [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 APA extended once.**

Outcome 3

The student has made very little or no effort to meet the terms of the APA, and following discussion it is unlikely the student will change their position or attitude. If this is the case the staff member calling the meeting must discuss this with the DHoD/Head of Department. This discussion may involve a consideration for the student to be transferred over to a Routes to Success programme. **If the outcome is withdrawal, the withdrawal can only be carried out by the Head of Department in agreement with the relevant Director.** At the Monitoring Meeting, the Head of Department will explain to the student the

reason for withdrawal/transfer and should remind them of the conversation which took place at the OTR.

If the student is a 'High Level Safeguarding' student (i.e.. care experienced, child protection or child in need), the decision to withdraw or transfer the student must not be taken without first discussing the matter with the Safeguarding Manager in order to ensure the relevant external partner(s) are informed.

If the student has an EHCP, no decision to withdraw the student must be taken without first consulting with the Director of Specialist Provision and Support, to ensure statutory requirements are followed. It is likely that such students would be supported via the Fitness to Study Policy at this stage, rather than this policy.

Heads of Department should be sensitive that this will be an upsetting time for some students and they will require a supportive exit from the organisation. All students who are withdrawn will have an exit interview arranged with CEIAG for guidance. In addition, for any 16-18 year-old students, CEIAG must contact the Local Authority. 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.

If a student is under 18 or is considered vulnerable the Pastoral Coach must ring the student's parents/ carers as soon as the meeting is complete and inform them that the student has been withdrawn.

The chair of the meeting **must** inform the appropriate Department Admin so they can send the appropriate letter to the student and parents/carers. The HoD/DHoD must also update all profiles and ensure that a Change Request is completed to withdraw the student from their course/Study Programme.

NB

In all cases of 16-18 student withdrawal, the Local Authority must be notified to ensure an engagement worker is allocated to the student immediately.

5.4 Failure to attend an On-Track Review

- If a student fails to attend their On-Track Review, a letter will be sent advising of an alternative date. This must be within 1 week of the original term-time date [excluding exceptional circumstances].
- If a student fails to attend two arranged On Track Review dates set, without significant reason, they will not be able to appeal and will be put forward for withdrawal. [See Outcome 3 above for process]
- If a student is to be withdrawn the Pastoral Coach/Course Leader must consult the appropriate DHoD who will liaise with the Head of Department. The appropriate Department Admin will send the withdrawal letter to the student and parents/carers.

- In addition, the Local Authority (LA) must be notified of any 16-18 year-old withdrawing from College to enable a follow up meeting with an engagement worker. At the start of the academic year, the LA will provide contact details for the relevant person.
- As above, the Safeguarding Manager must be informed if any decision to withdraw any student considered a High-Level Safeguarding student (e.g. care experienced).

5.5 Reinstatement of the APA

- If a student has satisfactorily met the terms of their APA 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 APA (there may be additional targets to be set.) The Pastoral Coach/Course Leader will meet with the student to discuss this action and seek out any reason for not completing work / falling attendance, as required. If the APA is reinstated the Pastoral Coach/Course Leader **must** inform the Department Admin to send the appropriate letter to the student and parent/carer.
- Normal processes for monitoring and reviewing the APA must be followed.
- If the issues are different to the previous On Track Review and there does not seem to be a resolution at a class/course level, then a new On Track Review must be called.
- **APA can only be reinstated once per academic year.**
- A new APA / On Track Review is required for each academic year, even if the issues are the same.

5.6 Appeals Procedure for On Track Review

- The student has a right of appeal against withdrawal from the College, by written notice to the Director of Personal Development with grounds for their appeal, within 7 days (term-time) of receipt of written notice of the outcome of the Monitoring Meeting.
- An appeal panel will be convened consisting of the Director of Personal Development and the relevant curriculum Director and a staff member familiar with the programme but not the case. A member of the Department Administration team will also attend to take notes.
- The student will be invited to present their case with evidence and can be accompanied by a parent/carer or friend. All parties should be sent copies of all documentation.
- The Director of Personal Development will advise the student of the outcome of appeal after a short adjournment of the meeting.
- The outcome of the appeal is final

During the process of the appeal the following factors should be considered:

- Whether withdrawal from the course is considered to be fair and appropriate.

- That the procedural requirements were met.

6 Special Consideration

At the discretion of the Head of Department, special consideration may be made for students enrolled on Aspiring Professionals programmes or below, regarding the implementation of On Track Review procedures.

If special consideration has been given, the student will still be subject to the same outcomes if they fail to meet the terms of the APA, following 4 weeks of support.

7 Vulnerable Students

- The Pastoral Coach/Course Leader must inform the Head of Personal Development, who will then consult with the Director of Personal Development regarding any students, irrespective of whether the student is failing to maintain academic standards, who may be considered to be vulnerable, or experiencing a significant level of personal, emotional trauma or stress.
- If the student is deemed to be vulnerable the Student Performance Policy may be adjusted to meet with the particular circumstances of the student. This must be discussed in advance with Designated Safeguarding Officers or Head of Department.
- Vulnerable students may present a risk to themselves or others. Where appropriate, Safeguarding procedures should be considered.

8 Reporting Procedures

- Department Admin team will complete an electronic log of all OTR and associated outcomes by Department and Course level.
- The OTR report will be presented on a monthly basis to SLT and WLT

9 Key Roles and Responsibilities

Subject Tutor	Monitoring subject performance, raising concerns, initiating OTRs, providing subject-specific feedback and supporting students.
Course Leader	Oversight of progress, coordinating input, preparing evidence for OTRs, and supporting APAs.

Pastoral Coach (or 'Personal Tutor' in specialist provision)	Main support role, initiating OTRs, presenting evidence, monitoring progress, and individualised interventions.
ALS Tutor	Provide advice regarding student's support needs and appropriate strategies; arrange EHCP review if required
Safeguarding Manager / PEP Coordinator	Provide relevant background information regarding student's personal circumstances; liaise with external social care team where appropriate
DHoD	Secondary chair, ensuring process consistency, and supporting tutors/coaches with guidance.
Department Admin	Scheduling and notifying meetings, recording minutes, and distributing APA documents.
CEIAG	Offering career guidance, progression advice, and alternative pathway support.
HoD	Chairing meetings, overseeing APAs, final decision-making, and quality assurance.

10 Other Relevant Documents

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

- ICT Student Usage Policy
- Fitness to Study Policy and Procedure
- Student Discipline Policy and Procedure
- Safeguarding, Protection and Promoting the welfare of children and adults at Risk Policy and Procedure
- Academic Malpractice & Maladministration
- Data Protection Policy
- Equality, Diversity and Inclusion Policy
- Academic Appeals Procedure contained with the Internal Quality Assurance/Internal Verification Policy

11 Appendices

Appendix 1 - Attendance Letter

Appendix 2 - Settling In Proforma

Appendix 3 - Action Plan Agreement (APA)

Appendix 4 - On Track Review Request

Form Appendix 5 - Letters

Appendix 6 – Diagrammatic flowchart of Student Performance Policy and Procedure

Appendix 1 – Settling in Review proforma

Settling in Review

The Pastoral Coach/Course Leader will complete this form for a student who is within the first 6 weeks of starting their course. It must be used to highlight concerns with regards to the student's performance, following concerns raised by subject tutors.

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

Student name:	Course:	Date of Review:
EHCP: Yes/No	Care Experienced: Yes/No	Young Parent/Carer: Yes/No

Reason(s) for completion of action plan:

Continuing student with at risk profile from previous academic year

☐

Settling in Review for new student

☐

Action	Success Measure	Achieved?
High Level of attendance and punctuality	Over ____% attendance and punctuality to all sessions including Maths and English if appropriate	
Excellent attitude to work	Student to conduct themselves in a professional manner, with no recorded incidents	
Readiness to learn	Bring appropriate kit and stationary to all lessons, with no recorded incidents	
Meet all deadlines	100% of deadlines met within the review period.	
Other (please specify)		

Date/Location to meet and monitor progress against agreed actions (2 weeks from date of Review):	
---	--

Student signature: _____

Staff member signature: _____

For students under the age of 18, this document needs to be sent to parents/carers

Appendix 2 – Letter for parents/carers if student is under 18 (Settling in Review)

Dear Parent/Carer

In line with the College's Student Performance Policy, I am writing to inform you that a 'Settling in' review has been completed for _____ to identify where improvements need to be made to performance at College. An action plan is enclosed which will be reviewed on _____.

At this review, there will be one of two outcomes. Hopefully, performance will improve with the actions addressed. However, failure to sufficiently address the actions may result in a recommendation to the Head of Department to withdraw _____ from the College. If this is the case, you will be contacted to inform you of this decision.

If you require any further information at this stage, please do not hesitate to contact me on (number).

Yours faithfully

[Job title of Pastoral Coach/Course Leader]

On-Track Review (OTR) Request

Student Name.....

Course.....

Pastoral Coach.....

Course Leader.....

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 completed please submit to the relevant admin office.

To be completed by Department Admin:

Date and time of OTR..... Room no.....

Appendix 4 - On Track Review Proforma

On Track Review

This form will be completed for any student who is beyond the first 6 weeks of starting their course. It must be used to highlight concerns with regards to the student's performance, which have not been addressed successfully through 1:1 meetings and informal discussions.

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

Student name:	Course:	Date of Review:
EHCP: Yes/No	Care Experienced: Yes/No	Young Parent/Carer: Yes/No

What needs to improve?	Success Measure?	Progress over 4 weeks?	Achieved? (No, Partial, Full) <i>To be assessed at the Monitoring meeting</i>

Date/Location to meet and monitor progress against agreed actions (4 weeks from date of Review):	
<u>Outcome</u> Full achievement of action plan <input type="checkbox"/> Final 2week extension <input type="checkbox"/> To be withdrawn/transferred <input type="checkbox"/> Date of Review	

Student signature: _____

Staff member signature: _____

For students under the age of 18, this document needs to be sent to parents/carers

Appendix 5 – Letters to students and parents/carers

Letter 1: Attendance Letter (On-track Review)

Copy to Student

Dear

In line with the College's Student Performance Policy and the Attendance and Punctuality Policy, I am writing to inform you that your attendance has fallen below the College's minimum expectations of 90%.

There is strong evidence to link high levels of attendance to the achievement of qualifications. In addition, the College is preparing you for future employment where high levels of attendance is key to you securing employment and future career prospects.

Please notify your Pastoral Coach immediately if there are reasons why your attendance is being affected, we want to work with you to make sure you are able to achieve the best possible outcomes.

If your attendance continues to fall, we will invite you to an On-Track Review meeting with your Head of Department to discuss how we can assist you in getting back on track.

Yours sincerely

Pastoral Coach

Letter 2: Attendance Letter warning (On track Review)

Copy to Parent/Carer (if under 18)

Dear Parent/Carer

In line with the College's Student Performance Policy and the Attendance and Punctuality Policy, I am writing to inform you that _____ attendance has fallen below the College's minimum expectations of 90%.

There is strong evidence to link high levels of attendance to the achievement of qualifications. In addition, the College is preparing _____ for future employment where high levels of attendance is key to securing employment and future career prospects.

_____ has been asked to notify their Pastoral Coach immediately if there are reasons why attendance is being affected.

If attendance continues to fall, we will invite _____ to attend an 'On-Track' review. At this stage, we would welcome your attendance at this meeting to discuss how we can assist _____ in getting back on track. In the meantime, we hope that the required improvements can be made.

Yours faithfully

Head of Personal Development

Letter 3: Attitude to study warning (On-Track Review)

Copy to Student

Dear

In line with the College's Student Performance Policy, I am writing to inform you that your current attitude towards study is lower than the standard expected.

The College is preparing you for future employment where attitude to work is one of the key areas cited by employers as a requirement for securing and then maintaining employment. It is also an important aspect for career promotion.

Please notify your Pastoral Coach immediately if there are reasons why your attitude to study is not where it needs to be; we want to work with you to make sure you are able to achieve the best possible outcomes.

If your attitude to study continues to cause concern, we will invite you to an On-Track Review meeting with your Head of Department to discuss how we can assist you in getting back on track.

Yours sincerely

Head of Personal Development

Letter 4: Attitude to study (On-Track Review)

Copy to Parent/Carer (if under 18)

Dear Parent/Carer

In line with the College's Student Performance Policy, I am writing to inform you that _____ current attitude towards study is lower than the standard expected.

The College is preparing _____ for future employment where attitude to work is one of the key areas cited by employers as a requirement for securing and then maintaining employment. It is also an important aspect for career promotion.

_____ has been asked to notify their Pastoral Coach immediately if there are reasons why their attitude to study is not where it needs to be; we want to work in partnership to achieve the best possible outcomes.

If attitude to study continues to cause concern, we will invite _____ to attend an 'On-Track' review. We would welcome your attendance at this meeting to discuss how we can assist _____ in getting back on track. In the meantime, we hope that the required improvements can be made.

Yours faithfully

Head of Personal Development

Letter 5: Invitation to On Track Review

Copy to Student

Dear

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

<i>(insert) e.g. Attendance below 80% etc.</i>

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

Please report to:

Date:

Time:

Room:

Yours sincerely

Head of Personal Development

Letter 6: Invitation to On Track Review

Copy to Parent/Carer (under 18)

Dear Parent/Carer

In line with the College's Student Performance 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:

<i>(insert) e.g. Attendance below 80% etc.</i>

We hope that you are able to attend the meeting. This will be chaired by _____ 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

Head of Personal Development

Letter 7: Letter following On-Track Review - to student

Dear

I enclose the action plan from the recent On Track review.

This action plan will be reviewed in four weeks and we hope that you address 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, you will be back on track and able to continue on the programme of study.

(please note that any return to previous performance at a later date will reinstate the action 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 further two-week extension will be granted 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 the actions, you will either be referred to a FE Progression programme (where possible) or withdrawn from your programme of study. You will be offered support from the Careers Team to support your exit onto 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.

Yours sincerely

Head of Department

Letter 8: Letter following On Track Review

Copy to parent/carer if under 18

Dear Parent/Carer

I enclose the action plan from the recent On Track review.

This action plan will be reviewed in four weeks and we hope that _____ address 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 programme of study.

(please note that any return to previous performance at a later date will reinstate the action 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 further two-week extension will be granted 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 the actions, _____ will either be referred to a FE Progression programme or withdrawn from your programme of study. You will be offered support from the Careers Team to support your exit onto alternative provision and if they are under 18 years of age, the local authority will be contacted to inform them that _____ is no longer a student at the College.

Yours sincerely

Head of Department

Letter 9: Outcome letter after 4 weeks to parent/carer under 18 – achieved action plan

Dear Parent/Carer

I am pleased to inform you that _____ has successfully addressed all the actions from the recent 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.

I hope that _____ continues to maintain this level of performance in order to prevent any reinstatement of the action plan at a later date.

Yours faithfully

Head of Department

Letter 10: Outcome letter after 4 weeks to parent/carer 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 as set out in 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 transferred to a Progression to FE programme or withdrawn from the College as outlined in 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

Head of Department

Letter 11: Outcome letter after 4 weeks to parent/carer under 18 – failed action plan, transfer to FE Progression programme

Dear Parent/Carer

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 department feels that it has made every attempt to intervene to support _____ in order to address under-performance.

We have agreed with _____ that they are eligible for a place on the FE Progression programme. This programme of study will enable _____ to develop the skills and behaviours to succeed.

If _____ is unable to meet the expectations of this programme then _____ will be withdrawn from the College.

Yours faithfully

Head of Department

Letter 12: Outcome letter after 4 weeks to parent/carer under 18 – failed action plan immediate withdrawal.

Dear Parent/Carer

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 under-performance.

As such, _____ will be withdrawn from the College. Our Careers Team will be 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

Head of Department

Appendix 6 - Flowchart summary

WEEKS 1-6				>6 WEEKS			
'Settling in Period'				'On Track Reviews'			
<p><90% attendance for any part of the programme (e.g. Maths & English)</p> <p>Attitude to work, readiness to learn and/or missed deadlines</p>				<p>If attendance drops below 85% or other performance issues (punctuality below 85%, attitude to work, readiness to learn, missed deadlines x 3) a letter is sent home to identify that further action will be taken if improvements are not made</p> <p style="text-align: center;">↓</p> <p>If attendance falls to below 80% or there are repeated performance issues, an On-Track Review (OTR) must be called</p>			
Initiated by	Meeting	Outcome	Follow up	Initiated by	Meeting	Outcome	Follow up
<p>Subject Tutor if ongoing concerns</p> <p style="text-align: center;">↓</p> <p>Course Leader/Pastoral Coach to act on referrals from Subject Tutors</p> <p>DHODs to act on data relating to attendance</p>	<p>Course Leader/DHOD</p> <p>Pastoral Coach</p>	<p>Action Plan – letter and plan go home to Students if <18</p> <p>Sent by Department Admin</p>	<p>Ongoing monitoring with follow up meeting to measure progress after 2 weeks</p>	<p>Subject Tutor completes OTR request</p> <p style="text-align: center;">↓</p> <p>OTR set in motion by Department Admin – student informed</p> <p style="text-align: center;">↓</p> <p>CEIAG informed (for information) & Department Admin - set up meeting (3 working days – parents/carers informed)</p>	<p>HOD (Chair*), Course Leader, Pastoral Coach, Department Admin</p> <p>Attended by parents, carer or External Rep</p> <p>*may be substituted by another HOD, DHOD</p>	<p>Action Plan – letter and plan go home to Students if <18</p> <p>Sent by Department Admin</p>	<p>Ongoing monitoring with follow up meeting to measure progress after 4 weeks</p>
MEETING TO MEASURE PROGRESS							
OUTCOME 1		OUTCOME 2		OUTCOME 3			
		(Only for an OTR – Settling in Review has only outcomes 1 and 3)					

<ul style="list-style-type: none"> - Action Plan met - The chair of the meeting must inform Subject Tutors and Department Admin - Department Admin send letter to inform parents/carers (under 18) <p>Note: If a student meets the Action Plan but returns to previous poor performance at a later date, the Pastoral Coach/Course Leader REINSTATES the action plan informing Department Admin who contact Parents/Carer</p> <p>The action plan can only be reinstated <u>once per academic year</u></p>	<ul style="list-style-type: none"> - Significant efforts and achieved the majority of targets - Extended for further 2 weeks - The chair of the meeting must inform Subject Tutor and Department Admin - Department Admin send letter to inform parents/carers (under 18) <p><u>Note: extension can only be granted once</u></p>	<ul style="list-style-type: none"> - Little or no effort to meet actions - Potential Transfer (<u>The transfer can only be carried out by the HoD in agreement with the relevant Director.</u>) <ul style="list-style-type: none"> - Withdraw student (<u>The withdrawal can only be carried out by the HoD in agreement with the relevant Director.</u>) - Supportive exit from College with exit interview with CEIAG where possible - Local Authority contact informed (if <18) - If <18 and/or vulnerable, DC must ring parents/carers to inform - DC must inform Subject Tutor and Department Admin and update all profiles and change requests - Department Admin send letter to inform parents/carers (under 18) - Department Admin to collate information to inform SLT and WLT meetings
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