



*Wirral Met Logo*

# 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 Conduct 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 Personal Development tutorial and course time. It is also for Development Coaches (DC) 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 etc., required for each student.

### 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 DCs/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 **must be within 6 weeks** of any student starting their course and **there must be a Settling-In Review called if attendance falls below 95% on any aspect of their course or overall**, to enable appropriate follow up, support and/or find an alternative programme of study. The pro forma should include comments on the following areas:

- Attendance – Minimum of 95% [weekly] over the period with maximum of two absences [for recognised/acceptable reason – illness or other explained]
- Punctuality – minimum of 95%
- Attitude towards work / effort and performance, non-submission of assessment
- Any support issues – such as: Additional Support, Safeguarding, financial support
- Difficulties with attainment levels
- Behaviour – general classroom behaviour plus any specific conduct incidents (significant conduct Issues must be followed through the Student Discipline Policy)
- Any timetable issues

Once received, the DC and DHoD will meet with the student and 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 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 DC 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 DC 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, etc. DCs, Subject Tutors and DHoDs 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% 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 95% 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 90% 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 95%
    - 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 is requested by Subject Tutors through to DCs. In addition, a student may request a meeting if they feel their personal circumstances are impacting on their progress at college.

**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

### **16-18 Students and students with EHCPs**

- The student is advised by the DC that an On-Track Review will be arranged and why.
- The DC requests an On-Track Review by completing an On-Track Review Request form. The form must be completed outlining the areas of concern.
- The On-Track Review Request form is then passed to Admin team. The Admin team will organise the meeting and administrate.
- In a case where a student may have significant concerns a preliminary meeting can be arranged with a member of Safeguarding and/or ALS team.
- If the student has an EHCP or is known to the ALS team, the relevant ALS Tutor must be notified of the situation in order to offer support. If the student is classified as High Level Safeguarding, the Safeguarding Manager must be informed of the situation so that appropriate support can be put in place.
- Up to 5 working days' notice **must** be given to allow for the Department Admin team to arrange the On-Track Review. In all cases consideration must be given as to the days a student attends college.
- Letters notifying the student and parents/carers of the date and time of the meeting are sent from the Department Admin team [who require 5 days working days of notification]. This allows the team to ensure staff are available.

### **18+ Students (excluding those with EHCPs)**

- For 18+ Students the tutor will arrange a meeting for the next time the student is in College.
- The tutor will collect the student from the lesson to attend the OTR

The following staff attend an On-Track Review:

- ✓ Head of Department/DHoD – Chairs the meeting
  - ✓ DC – brings the evidence of underperformance to the meeting for discussion
  - ✓ Department Admin – note taker and impartial person
- The student will attend with or without their parents/carers and in some cases an external agency representative may be appropriate as support for the student's circumstances

***Substitutions may be made as follows:***

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

## 5.2 The On-Track Review

- The Head of Department chairs the meeting. They ensure introductions are made and the purpose of the On-Track Review 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 Head of Department also makes clear that the process is a formal one which lasts for 4 weeks.
- The DC identifies the issues, actions taken and student responses to date.
- The DC must provide supporting documentation at the meeting to support the issues raised, which may include attendance / punctuality data, subject / personal reports, student Individual Learning Plan
- The Head of Department ensures the parent/carer/external agents' and the 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.
- The Head of Department presents and explains the Action Plan Agreement (APA) and the SMART Targets set for the student, the date of the monitoring meeting is also set at this stage (4 weeks from the On-Track Review meeting).
- The Head of Department must ensure that the student and parents/carers understand that failure to comply with the APA may result in the student being withdrawn from the programme.
- A copy of the APA is sent to both student and parents/carers, which clearly outlines the SMART targets and date/time of Monitoring Meeting.

## 5.3 The Monitoring Meeting

- During the 4 weeks prior to the Monitoring Meeting, the target[s] set should be reviewed by the DC with the course team weekly to ascertain if they have been met or whether further support is needed. If the review highlights that withdrawal is necessary, the DC must arrange for the Head of Department to 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 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 Action Plan Agreement. The DC **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 DC **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 DC 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 DC 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 (e.g. care experienced), 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.

***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 DC must ring the student's parents/ carers as soon as the meeting is complete and inform them that the student has been withdrawn.***

The DC **must** inform the appropriate Department Admin so they can send the appropriate letter to the student and parents/carers. The DC 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 DC 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 DC 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 DC **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, a member of CEIAG 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.

An alternative approach may be for a DC and/or Support Officer to represent the College solely, meeting with parent/carer and student [and external agent supporting the student/family], which may still result in the signing of the APA or a simplified version. The DC should consult with the DHoD throughout this process. 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 DC must inform the Personal Development Manager, 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 [or less formal – see above] 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	Advise/communicate with DC with concern over student's performance
DC	Requests the On-Track Review, produces documentation to support the OTR meeting, and communicates to delivery staff and Department admin team. Records outcomes on student's ILP
DHoD	Supports DC in gathering information and during settling in period
Department Admin	Deal with all administration in relation to the policy and procedure. Provide a monthly log of OTR and outcomes to Heads of Department and SLT/WLT.
CEIAG	Advise on student options, complete exit interviews and ensures the Local Authority are notified of any students withdrawn (16-18)
HoD	Chairs the On-Track Review and attends Monitoring Meeting if student is to be withdrawn.

## 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.

- Acceptable User Policy
- Attendance and Punctuality Policy
- Retention Strategy
- Student Conduct Policy
- Safeguarding Policy and Procedures
- Policy on Plagiarism, Copying and Cheating
- Exceptional Review Policy and Procedure
- Data Protection Policy
- Equal Opportunities Policy
- Academic Appeals Procedure
- Disability Statement

## 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 DC 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.*

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

<p><u>Reason(s) for completion of action plan:</u></p> <p>Continuing student with at risk profile from 2023/24 <input type="checkbox"/></p> <p>Settling in Review for new student (2024/25) <input type="checkbox"/></p>
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Action	Success Measure	Achieved?
High Level of attendance and punctuality	Over 95 % 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.	
<i>Other (please specify)</i>		

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

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

DC signature: \_\_\_\_\_

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

Appendix 2 – Letter for parents/carer 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 will 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

Director of Personal Development

Appendix 3 – On-Track Review Request Proforma

On-Track Review (OTR) Request

Student Name.....

Course.....

DC.....

*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 DC via the admin office.**



**To be completed by Department Admin:**

Date of OTR.....

Room no.....

Appendix 4 - On Track Review Proforma

On Track Review

The Head of Department (or appropriate representative) will complete this form for a 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, following concerns raised by subject/DCs or DHoDs.

*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>
<b>EHCP: Yes/No</b>	<b>Care Experienced: Yes/No</b>	<b>Young Parent/Carer: Yes/No</b>

<b>What needs to improve?</b>	<b>Success Measure?</b>	<b>Progress over 4 weeks?</b>	<b>Achieved? (No, Partial, Full)</b>

<b>Date/Location to meet and monitor progress against agreed actions (4 weeks from date of Review):</b>	
---	--

Outcome

Full achievement of action plan  
Final 2week extension  
To be withdrawn/transferred

  
  

Date of Review .....

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

Head of Department signature: \_\_\_\_\_

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

## Appendix 5

### 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 95%.

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 Development 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

Development 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 95%.

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 Development 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

Director 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 Development 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

Personal Development Manager

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 Development 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

Personal Development Manager

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 Head of Department to discuss progress on your course. This has been arranged to discuss the following:

<i>(insert) e.g. Attendance below 90% 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

Personal Development Manager

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 90% etc.</i>

We hope that you are able to attend the meeting. This will be chaired by the Head of Department 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 Development Manager

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 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. Student Services 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><b>&lt;95%</b> attendance for any part of the programme (e.g. Maths &amp; English)</p> <p>Attitude to work, attitude to work, readiness to learn, missed deadlines</p>				<p>If attendance drops <b>below 95%</b> or other performance issues (punctuality below 95%, 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 <b>below 90%</b> or there are repeated performance issues, an On-Track Review (OTR) <b>must be called</b></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>DHoD/ DC to act on referrals from Subject Tutors</p> <p>DHoDs to <b>act on data</b> relating to attendance</p>	DHoD DC	<p>Action Plan – letter and plan go home to Students if &lt;18</p> <p>Sent by Department Admin</p>	<p>Ongoing monitoring <b>with follow up meeting to measure progress after 2 weeks</b></p>	<p>Subject Tutor completes OTR request</p> <p style="text-align: center;">↓</p> <p>OTR set in motion by DC– student informed</p> <p style="text-align: center;">↓</p> <p>CEIAG informed (for information) &amp; Department Admin - set up meeting (5 working days – parents/carers informed)</p>	HOD (Chair*), DC, Department Admin	<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 &lt;18</p> <p>Sent by Department Admin</p>	<p>Ongoing monitoring <b>with follow up meeting to measure progress after 4 weeks</b></p>
MEETING TO MEASURE PROGRESS								
<b>OUTCOME 1</b>		<b>OUTCOME 2</b> (Only for an OTR – Settling in Review has only outcomes 1 and 3)			<b>OUTCOME 3</b>			

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