

Student Performance Policy

Document status	
Document owner	Vice Principal – Curriculum & Student Experience
Document author	Director of Personal Development/ Director of Specialist Provision and Support
Document type	Policy and Procedure
Date of document	August 2025
Version number	02
Review requirements	Annual
Date of next review	August 2026
Approval body	Senior Leadership Team
Publication	Staff intranet/website/Student VLE
Code	PO108

Contents

Policy Overview	3
Guiding Principles	4
Identifying Performance Concerns.....	4
The Settling in Period	5
Support and Intervention (Pre-OTR)	7
On Track Reviews (OTRs).....	9
Appeals Procedure	13
Reporting Procedures.....	14
Variations and Amendments	14
Appendices	16
Appendix 1 – Letter Templates.....	16
Letter 1 - Attendance Concern – Reasons unknown (Student)	16
Letter 2 - Attendance Concern (Parent/Carer)	17
Letter 3 - Attitude to Study (Student)	18
Letter 4 - Attitude to Study (Parent/Carer)	19
Letter 5 - OTR Invitation (Student)	20
Letter 6 - OTR Invitation (Parent/Carer).....	21
Letter 7 - OTR Outcome (Student)	22
Letter 8 - OTR Outcome (Parent/Carer)	23
Letter 9 - Action Plan Met.....	24
Letter 10 - Extension of Action Plan.....	25
Appendix 2 – Settling in Review proforma.....	27
Appendix 3 – On-Track Review Request Proforma.....	28
Appendix 4 - On Track Review Proforma.....	29

Policy Overview

This policy outlines Wirral Met College's approach to identifying, supporting and resolving concerns around student attendance and engagement that impact academic progress. Attendance and engagement are central to success, and the college is committed to providing structured and supportive interventions before considering formal action. This policy is not punitive in nature and does not apply to behavioural issues, which are managed through the Behaviour Support and Student Discipline Policy.

The aim is to ensure that students are supported to remain on programme wherever possible, but also held accountable where persistent non-attendance or non-engagement with learning puts their progress and place at risk.

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** 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.
- 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 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, 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.

Guiding Principles

Wirral Met College believes that:

- High attendance is essential for academic success and personal growth.
- Early intervention and collaborative working between curriculum and pastoral staff leads to better outcomes, clear expectations and areas of responsibility.
- Attendance concerns should be explored in context, with barriers identified and addressed.
- Students should be given every opportunity to improve through supportive and time-bound measures.
- An On Track Review (OTR) is a formal intervention used only after other support mechanisms have been exhausted.

Identifying Performance Concerns

There is no fixed threshold for triggering action. Instead, professional judgement should be used to identify patterns of attendance or engagement that are:

- Affecting the learner's ability to make progress.
- Disruptive to the flow of teaching and learning
- Indicative of disengagement or unresolved barriers.

Indicators may include:

- Regular unauthorised absences.
- Sporadic attendance over a sustained period.
- Persistent lateness or leaving lessons early.
- Non-attendance at key assessments or exams.
- Non-completion of assignments/missed deadlines

All performance concerns should be addressed through timely intervention and recorded in ProMonitor.

Early-Bird Intervention and Starting Point Review

As part of our commitment to early identification and support, all students will complete a structured Starting Point self-assessment during their welcome meeting with a Pastoral Coach or Personal Tutor. This process is designed to build rapport, understand each student's strengths and challenges, and gather data to inform timely interventions.

Students whose responses indicate a higher-than-average number of risk factors, based on criteria such as wellbeing, study challenges, and personal circumstances, will be classified as requiring Early-Bird Intervention. These students will receive a minimum of two structured support conversations during the first half term, recorded through ProMonitor using a dedicated Early-Bird Conversation drop-down. This enables consistent tracking, targeted support, and a clear audit trail of engagement.

This approach ensures we prioritise the needs of students who may be at greater risk of disengagement and allows for proactive intervention, improved retention, and better student outcomes. The process will be monitored and refined annually, using cohort data to adjust thresholds and enhance the effectiveness of our support offer.

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 Full-Time 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. This programme will also provide the student with opportunities to inform the college of any barriers to achievement that they may be facing. This information will be systematically reviewed, and appropriate support measures will be put in place automatically to try and minimise the impact of these barriers

Any initial concerns about a student's attendance or engagement with learning will be followed up by the Subject Tutor, alerted with the Pastoral Coach and managed within the course/class setting. Any ongoing concerns should be discussed with the 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.

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:** An expectation of 100% 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, high level safeguarding 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 Settling In Review 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/disabilities 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.**

Returning students with a history of poor attendance/engagement

In addition, students who have progressed internally and whose attendance and/or progress was a concern in the previous year, should 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.

Support and Intervention (Pre-OTR)

Before progressing to an On Track Review (OTR), staff must demonstrate that all appropriate support has been offered. The following interventions are required as a minimum:

Curriculum Team Actions:

- Hold a 1:1 tutorial to discuss attendance and set SMART targets.
- Record all conversations, actions and targets on ProMonitor.
- Issue reminders and follow-ups via phone, email or text.

Pastoral Coach/Personal Tutor Actions:

- (Please note – throughout this policy, references to Pastoral Coach should be taken to refer to Personal Tutor for students on Specialist Provision or ESOL programmes)
- Check whether the student is supported by the ALS team and, if so, liaise with the ALS tutor for advice where relevant
- Check whether the student is a High-Level Safeguarding student (Care Experienced, Child Protection, Child in Need), and if so, liaise with the Safeguarding Manager for advice where relevant.
- Hold at least one formal 1:1 to explore wider support needs (e.g., mental health, travel, caring responsibilities), and support the student to access any appropriate support.
- Agree targeted strategies and log all actions on ProMonitor.
- Send letter expressing concerns to student via email (Appendix 1)

Parent/Carer Engagement (for 16–18s and vulnerable students):

- Contact parents/carers to inform them of the concern.
- Offer a meeting where necessary to support re-engagement.
- Letter sent from Head of Personal Development sharing concerns and detailing the WMC response (Appendix 1)

Joint Staff Collaboration:

- Curriculum and pastoral staff must liaise to share information and agree whether all support options have been exhausted.

Only when all the above have been implemented and recorded can an OTR be requested.

On Track Reviews (OTRs)

An OTR is a structured and supportive formal meeting aimed at giving the student a final opportunity to improve their attendance/engagement. It is initiated only after all support measures have been implemented and documented.

The process must be thorough, transparent, and evidenced to ensure fairness and consistency across all departments.

OTR Overview:

- Chaired by a Head of Department or Deputy Head (no other staff may chair or lead this process, however another HoD could chair in the meeting in the absence of the relevant HoD).
- Can only be requested jointly by the curriculum team and the student's Pastoral Coach.
- Should take place only after a minimum 6-week settling in period unless exceptional circumstances apply.
- Must demonstrate that all other reasonable interventions have been exhausted.
- Serves as a final, time-bound opportunity for the student to re-engage before programme withdrawal is considered.
- PLEASE NOTE – if the student's attendance/engagement is being significantly impacted by their learning difficulty, disability, or physical or mental ill health and the Pre-OTR stage has been unsuccessful, the Fitness to Study policy should be followed INSTEAD OF an On Track Review. 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.

OTR Preparation Checklist (Admin Support):

- Book meeting and room.
- Ensure student and parent/carer (where applicable) are invited (letter, phone call or email are acceptable; template letters are available in the appendix)
- Where applicable, ensure the Safeguarding Manager has been informed and check whether one of their team needs to attend.
- Collate documentation from both curriculum and pastoral teams.

Required Documentation:

- Attendance summary (including patterns and % where relevant).
- Evidence of all interventions recorded on ProMonitor (e.g. SMART targets, 1:1 sessions, parental contact).
- Notes from joint curriculum/pastoral review meeting.

- Any contextual or safeguarding considerations.
- Statement confirming all support avenues have been explored.

During the Meeting:

- Introductions and purpose of the meeting explained.
- Attendance record and concerns shared.
- Student given opportunity to explain circumstances and reflect.
- Review of what has already been offered in terms of support.
- Agreement made on whether the student will be placed on a 4-week improvement plan.

OTR Outcomes:

If agreed, the student will:

- Be placed on a **formal 4-week improvement plan**, with SMART targets focused on attendance and engagement.
- Receive **weekly monitoring** by the Pastoral Coach (log to be completed).
- Be clearly informed that **failure to meet conditions may result in withdrawal** from their course.

Monitoring During the 4-Week Period:

- The targets set during the OTR must be monitored weekly by the chair of the OTR (HoD/Deputy), in collaboration with the Pastoral Coach and curriculum team.
- The Pastoral Coach must log weekly attendance and engagement updates using the official monitoring log.
- If the review of weekly progress highlights the student is not meeting expectations, this should be formally noted and a discussion initiated around possible next steps.

Monitoring Meeting:

At the end of the 4-week plan, a formal **Monitoring Meeting** must be held with the student. If withdrawal is being considered, the Head of Department must be present. If the student is 16-18 or vulnerable, their parent/carer must be invited to the monitoring meeting. If there is a request for the outcome to be communicated via a letter templates are available as appendices in this policy.

The Monitoring Meeting has one of three possible outcomes:

Outcome 1 – Successful Re-engagement

- The student has met all targets and is re-engaging fully.

- They are congratulated, informed that they are no longer under review, and records are updated.

Outcome 2 – Partial Progress

- The student has made good progress but not fully met all targets.
- The improvement plan may be extended for a final **two-week period**.
- A second and final Monitoring Meeting is scheduled.
- All actions and decisions must be logged on ProMonitor and communicated clearly.

Outcome 3 – No or Minimal Improvement

- The student has made little or no improvement.
- The Head of Department discusses the outcome with the relevant Director in advance of the meeting.
- (PLEASE NOTE – if the student has an EHCP and their place at college is now at imminent risk, the ALS team must be contacted so that they can consult with the Local Authority **in advance** of any decision to withdraw the student.

If agreed, withdrawal may proceed. Alternatively, transfer to the Routes to Success programme may be considered (in consultation with the relevant Head of Department). The Local Authority must be notified if a decision is made to withdraw as the student may be at risk of becoming NEET (Not In Education, Employment or Training).

Additional Safeguarding and Support Considerations:

- Students with EHCPs must not be withdrawn without consultation with the Director of Specialist Provision and Support. These cases may follow the Fitness to Study Policy instead.
- High-Level Safeguarding students (e.g. care experienced, child protection cases) must not be withdrawn without prior discussion with the Safeguarding Manager.
- All students being withdrawn must be referred to CEIAG for an exit interview and support with next steps.
- CEIAG must notify the Local Authority for all 16–18-year-olds being withdrawn, ideally ahead of the Monitoring Meeting, to allow for engagement support.

Communication and Administration

- If the decision is taken to withdraw the student, this must be confirmed to them (and parents where applicable) in writing, including the right to appeal. Admin staff issue withdrawal letter following the meeting.

- Change Requests must be submitted on ProSolution for any withdrawal.
- ProMonitor, ILPs, and all records must be fully updated.
- If a student is withdrawn under this process, the Director who has taken the decision must contact MIS and request for an alert to be placed on that student's record indicating that they have been withdrawn under the Student Performance Policy and must not be re-enrolled without the permission of a Vice Principal

If a student is under 18 or vulnerable, the Pastoral Coach must contact parents/carers on the same day to inform them of the outcome (if they did not attend the meeting).

Heads of Department should ensure a compassionate and supported exit for students being withdrawn.

Failure to attend an On-Track Review

- If a student fails to attend their On-Track Review, they will be contacted offering 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 be put forward for withdrawal. [See Outcome 3 above for process]

Reinstatement of the Improvement Plan

- If a student has satisfactorily met the terms of their Improvement Plan 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 the Improvement Plan (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 Improvement Plan 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 Improvement Plan must be followed, again for a 4-week period, after which a Monitoring Meeting must be held (as per process above).
- 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.
- **The Improvement Plan can only be reinstated once per academic year.** If the student's attendance/engagement issues return again after the second

completion of the Improvement Plan, they must be referred to the Head of Department and Director for consideration for immediate withdrawal.

- A new Improvement Plan / On Track Review is required for each academic year, even if the issues are the same.

Refunds of fees following withdrawal

If a student is withdrawn from a programme for which they have paid fees, please refer to the relevant policy on fee payment (HE or FE) for details.

Re-enrolment following withdrawal

Students who are withdrawn from the college under this policy are not permitted to re-enrol at the College on any learning programme without express permission from a Director. Such permission will be granted if the student can make a convincing case that their performance in the future will comply with college expectations and that they are ready and prepared for learning (for example by providing references from an employer, other learning provider etc). It is likely the student will be supported via a Settling In Review upon their return.

Appeals Procedure

- 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 5 working days of written notice of the outcome of the Monitoring Meeting.
- An appeal panel will be convened within 10 working days of receipt of the appeal, consisting of the Director of Personal Development and the relevant curriculum Director and a staff member familiar with the programme. 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.
- 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.
- If the student feels they have been treated unfairly by the Appeals Procedure, they have the right to contact the Department for Education using the DfE website.

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

Variations and Amendments

- **People with English literacy difficulties:** At every stage of this process, all staff must be conscious of the needs of students (and families) who may be disadvantaged by a process which relies on written communication and formal interviews.
- Staff must consider their individual needs and adapt the process, with advice from the Additional Learning Support team, to ensure that they are treated fairly and equitably.
- This may include:
 - o adapting the language in any written communication
 - o providing additional advice to ensure that the student understands every stage of the process.
 - o providing interpretation services at any meetings
 - o considering the student's ability to understand the Student Charter and the degree to which the student has been supported to understand and follow it.
- **Students age 16-18, or vulnerable students with Education, Health & Care Plans:** Wherever practicable, a parent or guardian will be invited to formal meetings, unless in the view of the member of staff conducting the meeting, such attendance would be prejudicial to a fair and effective process.

- **Sponsored students:** where a student is being sponsored at the College by an employer and is subject to stage 2 or 3 of these procedures, the employer will be informed where practicable.
- **High Level Safeguarding Students (Care Experienced, Child Protection or Child in Need):** The Safeguarding Manager and/or Director of Specialist Provision and Support must be informed if any such student is subject to these procedures, so that any relevant external support services can be involved
- **Amendments:** It may be necessary to change some procedural aspects of this policy. The College may make such changes as it sees fit subject to informing the student concerned and subject to consideration of fairness. Without limitation, such changes may include meetings or appeals being conducted by different persons where necessary. The College may amend this policy from time to time.
- **Trauma experienced students:** While the intention of this policy is to support students to achieve their goals, it is acknowledged that our students have a wide variety of experiences, and many have experienced trauma. As such, the college reserves the right to vary its application of this policy on an individual basis to take account of students' individual needs and circumstances. Any decisions taken in the application of this policy should take account of students individual history of trauma where applicable.

Other Relevant Policies

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
- Behaviour Support and 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

Appendices

Appendix 1 – Letter Templates

Letter 1 - Attendance Concern – (Student)

Dear [Student Name],

Your attendance has fallen below the College's expected standard. We understand that there may be reasons for this, and we want to support you.

Please contact me as soon as possible to discuss any difficulties and how we can help you stay on track. If your attendance does not improve, you may be invited to a formal On-Track Review (OTR).

Sincerely,
Pastoral Coach

Letter 2 - Attendance Concern (Parent/Carer)

Dear Parent/Carer,

I am writing to inform you that [Student Name]'s attendance has fallen below the standard expected by the College. Consistent attendance is essential for academic success and for preparing students for the expectations of the workplace, where reliability and punctuality are key to progression and opportunity.

We understand that there may be valid reasons for absence, and we are committed to supporting [Student Name] in overcoming any barriers they may be facing. In order to address this, we have asked them to work closely with their Pastoral Coach to explore any issues affecting their attendance and to put a plan in place to support their re-engagement.

Your support is greatly valued as we work to help [Student Name] remain on track. If their attendance does not improve, we may need to escalate the matter by arranging a formal On-Track Review. This process would involve a structured meeting with the Head of Department to agree a plan for improvement, and you would be invited to attend.

If you would like to discuss this matter further or have any concerns you wish to share, please do not hesitate to contact us.

Sincerely,
Head of Personal Development

Letter 3 - Attitude to Study (Student)

Dear [Student Name],

We have noticed some concerns about your readiness to learn and attitude to study. These behaviours may affect your ability to progress and succeed.

Please speak with your Pastoral Coach to discuss any difficulties you're facing and to find a way forward. Continued concerns may lead to a formal On-Track Review.

Sincerely,
Head of Personal Development

Letter 4 - Attitude to Study (Parent/Carer)

Dear Parent/Carer,

I am writing to make you aware that we have concerns regarding [Student Name]'s engagement and attitude towards their studies, which are currently falling below the expectations we set for all students at the College.

The concerns raised include:

[Insert specific concerns – e.g., “frequent lateness to lessons, lack of participation in class activities, and missed coursework deadlines.”]

These behaviours, if not addressed, may begin to impact [Student Name]'s progress and achievement on their course. We have spoken with them about the importance of taking personal responsibility for their learning and encouraged them to work closely with their Pastoral Coach to identify any underlying issues and agree clear steps for improvement.

At this stage, our focus remains on support and early intervention. However, if there is no noticeable improvement in engagement, we may need to arrange a formal On-Track Review. This would involve a meeting with the Head of Department, [Student Name], and their Pastoral Coach to agree a structured plan for improvement. You would be invited to attend this meeting and contribute to the discussion.

We value your support in helping [Student Name] to re-engage positively with their studies. If you have any questions or would like to discuss how we can work together to support their progress, please do not hesitate to contact us.

Sincerely,

Head of Personal Development

Letter 5 - OTR Invitation (Student)

Dear [Student Name],

Following previous conversations and written communication regarding your attendance and/or engagement, we are now inviting you to attend an On-Track Review meeting.

This meeting is a supportive and structured opportunity to discuss any barriers that may be affecting your progress and to agree to a clear plan to help you move forward. Our aim is to work with you to identify the right support and give you every chance to succeed on your programme.

Please attend the following meeting:

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Room]

If you are under 18, your parent or carer will also be invited to attend.

We strongly encourage you to attend and engage in this process, as it is designed to help you get back on track and achieve your goals.

Yours sincerely,

Head of Department

Letter 6 - OTR Invitation (Parent/Carer)

Dear Parent/Carer,

An On-Track Review has been arranged to discuss [Student Name]'s progress on their course.

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Room]

We hope you can attend this important meeting. If you are unable to attend, we will inform you of the outcome.

Sincerely,

Head of Department

Letter 7 - OTR Outcome (Student)

Dear [Student Name],

Thank you for attending your On-Track Review. As discussed, we've created a personalised improvement plan to help you focus on the key areas that will support your success. A copy of this plan is enclosed for your reference.

Over the next four weeks, you will be supported by your Pastoral Coach and course team, who will check in with you regularly and help you stay on track. This is your opportunity to show what you're capable of and make positive steps forward.

At the end of the four-week period, a Monitoring Meeting will be held to review your progress. There are three possible outcomes:

1. **You've met all targets** – you will return to your programme as normal and no longer be monitored.
2. **You've made good progress** – a further two-week extension may be agreed to give you additional time to complete your targets.
3. **There has been little or no progress** – we may need to consider alternative next steps such as a transfer to another programme or withdrawal.

We believe in your potential and hope this plan gives you the structure and support you need to succeed. Please speak to your Pastoral Coach if you need help or are unsure about anything in your plan.

Yours sincerely,

Head of Department

Letter 8 - OTR Outcome (Parent/Carer)

Dear Parent/Carer,

Following [Student Name]'s recent On-Track Review, they have been issued with a structured improvement plan aimed at helping them re-engage with their studies.

The plan outlines clear, time-bound targets focused on improving attendance, engagement, and academic progress. It has been developed in partnership with [Student Name], their tutors, and their Pastoral Coach to ensure the support provided is tailored and achievable.

This plan will be monitored closely over the next four weeks, during which time [Student Name] will receive weekly check-ins and guidance to help them stay on track.

At the end of the four-week period, a Monitoring Meeting will take place to review progress.

There are three possible outcomes:

1. **All targets met** – [Student Name] will return to their course as normal and no longer require monitoring.
2. **Some progress made** – a final two-week extension may be offered to support further improvement.
3. **Limited or no progress** – a transfer to an alternative programme or withdrawal may be considered.

We remain committed to supporting [Student Name] to remain on programme and succeed. If you have any concerns or would like to discuss how you can support them during this time, please don't hesitate to contact us.

Sincerely,
Head of Department

Letter 9 - Action Plan Met

Dear Parent/Carer,

I am very pleased to inform you that [Student Name] has successfully met all the targets set out in their recent improvement plan. Over the last four weeks, they have demonstrated a genuine commitment to improving their attendance, engagement, and overall performance. As a result, they are no longer subject to monitoring and will continue with their programme as normal.

This is a positive outcome, and a clear reflection of the hard work and determination [Student Name] has shown. We hope they continue this momentum and maintain the standards they have now established.

Please be aware that should performance concerns arise again in the future; a new review process would need to be initiated. However, we are confident that [Student Name] now has the tools and support to sustain this progress.

Thank you for your continued support. If you have any questions or would like further information, please don't hesitate to get in touch.

Sincerely,
Head of Department

Letter 10 - Extension of Action Plan

Dear Parent/Carer,

I am writing to update you on the progress of [Student Name] following their recent On-Track Review. Over the past four weeks, [Student Name] has made noticeable effort to improve in key areas such as attendance, engagement, and overall contribution to their course.

While they have made significant progress, not all of the agreed targets have been fully achieved. In recognition of their effort and the potential to meet expectations in full, we have agreed to offer a final two-week extension to the improvement plan.

During this time, [Student Name] will continue to receive support from their Pastoral Coach and course tutors. Weekly monitoring will remain in place, and a follow-up meeting will be held at the end of the two-week period to review final progress and determine the next steps.

We hope [Student Name] takes full advantage of this extended opportunity and is able to meet all outstanding targets. If the targets are not met within the extension period, we will need to consider alternative options in line with the College's Student Performance Policy.

Thank you for your continued support. If you have any questions or would like to speak with us about the support in place, please do not hesitate to get in touch.

Sincerely,
Head of Department

Letter 11 - Withdrawal

Dear Parent/Carer,

I am writing to inform you that, despite the support and opportunities provided through the College's On-Track Review process, [Student Name] has not met the required targets of their improvement plan. As a result and following careful consideration by the curriculum and pastoral teams, the decision has been made to withdraw [Student Name] from their current programme of study.

This outcome is always a last resort, and we want to assure you that every reasonable effort has been made to support [Student Name] to remain on programme. Unfortunately, there has been insufficient improvement in the key areas of attendance, engagement, or academic progress, and the threshold for continued study has not been met.

Our Careers Education, Information, Advice and Guidance (CEIAG) Team remains available to help [Student Name] explore alternative options, including progression routes, training, or employment opportunities. Where applicable, the Local Authority has also been informed to ensure that appropriate follow-up and support can be offered.

We understand that this may be disappointing, but we hope that this decision provides [Student Name] with the opportunity to reflect, reset, and move forward in a more suitable direction. If you would like to discuss the next steps or need support accessing further guidance, please do not hesitate to get in touch.

If [Student Name] wishes to enrol on a new programme of study next academic year, this will need to be approved by a Director.

Sincerely,

Head of Department

Appendix 2 – Settling in Review proforma

Settling in Review

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	High Level Safeguarding: 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.	
<i>Other (please specify)</i>		

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

Student signature: _____

Staff member signature: _____

For students age 16-18, this document needs to be sent to parents/carers

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	High Level Safeguarding: Yes/No	Young Parent/Carer: Yes/No

Improvement Plan

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 2-week extension <input type="checkbox"/> To be withdrawn/transferred <input type="checkbox"/> Date of Review	

Student signature: _____

Staff member signature: _____

For students age 16-18, this document needs to be sent to parents/carers