



## **Review and Direction Policy (QT)**

The Review and Direction Policy of Halesowen College should be read in conjunction with the Learning, Teaching and Assessment Strategy and the Assessment Policies. The aim of the Learning, Teaching and Assessment Strategy is to provide a high quality learning experience for all students and is one of the College's key components in meeting its mission "to be the leading choice for post 16 education and training."

Halesowen College aims to provide regular opportunities for students and their parents/guardians and where relevant employers to discuss their progress and achievements with teaching staff and their personal coaches. This dialogue should focus on the extent to which the student is fulfilling his/her potential as predicted by his/her GCSE score, and other factors, such as mock exam results, and what the student should concentrate on in order to improve/sustain the level of performance. Such discussions help students to develop their strengths and to develop areas for improvement so that they achieve their true learning potential. As such this approach facilitates the realisation of theme 5 of the Learning, Teaching and Assessment strategy:

### **Theme 3: Support learners in all aspects of college life by encouraging their academic and personal support and actively promote equality, diversity and inclusion.**

- a) To foster a supportive learning environment through personal coaching in which staff and students have a vision of learning as a collaborative process that develops higher level skills.
- b) To provide a range of appropriate and timely academic and personal support options.
- c) To provide appropriate, timely and integrated information and guidance to enable students to make informed decisions at key transition points: pre-entry, entry, progression within programme and employment and further study.
- d) To seek student feedback regularly through use of timely and appropriate mechanisms with transparent and accountable responses.
- e) To encourage parental involvement in supporting effective learning.
- f) To identify and support learners who have additional support needs.
- g) To regularly discuss learners' progress with them and monitor targets.

All students will have a target grade based on their GCSE score and this will be known to teaching staff, personal coaches, students and parents/carers of students under the age of 18. The target grade and performance grade will be stored on the on-line tracking system, STaRS.

The review and direction discussions are integrated into the curriculum schemes of work and formalised in the student calendar to occur at four formal review points within an academic year. In addition each personal coach conducts one-to-one interviews with tutees throughout the year, as indicated in the tutorial scheme of work. If required parents/guardians and/or employers will also be involved in discussions and meetings to discuss and support a student's progress in addition to attending a parents' evening where there is the opportunity to meet all staff teaching the student.

These activities are subject to quality assurance monitoring and tracking by Senior Tutors and Heads of School. Personal Coaches aim to create an atmosphere of respect and trust by working in partnership with students guiding them through their studies and by providing advice on learning support, study skills and progression opportunities.

Discussions are informed by records, available on-line on STaRS or in manual records of students' achievements that are gained in coursework assessments, assignment marks and through internal and external tests, and by attendance, punctuality and general behaviour reports. The outcomes of review and direction discussions are recorded so that they become part of the students' individual learning plan (hosted on STaRS)

<b>College Review Points</b>	
<i>Review points are key milestones in the monitoring of student performance at module/unit level in each AS subject or vocational course that a student is studying. The main aim of these key dates in the student calendar is to ensure that each student is on track with their learning, that appropriate interventions are put in place if necessary and that each student is in a position to achieve to their highest potential.</i>	
<b>RP</b>	<b>Main focus</b>
RP1 w/c 28/9/15	AS and voc 1 of 2 and 1 of 1s <ol style="list-style-type: none"> <li>1. Review and assess progress so far against target and identify any potential weaknesses and gaps in skills set.</li> <li>2. Recognise students' hard work and effort and reinforce positively to ensure high aspirations.</li> <li>3. Review and revise individual target grade, (either up and down).</li> <li>4. Identify if students have failed to complete assignments/homework</li> <li>5. Check attendance and punctuality</li> <li>6. To ensure they are on the right course and if necessary action a transfer to an alternative course or refer for support (PSD or other)</li> <li>7. Personal Coaches and Senior Tutors or Heads of School for AS students to liaise with parents or guardians.</li> <li>8. Where applicable reinforce importance of GCSE/FS English/Maths.</li> </ol>
RP2 w/c 30/11/15	<ol style="list-style-type: none"> <li>1. Review and assess progress so far against target.</li> <li>2. Recognise students' hard work and effort and reinforce positively to ensure high aspirations.</li> <li>3. Check attendance and identify if students have failed to complete assignments/homework. If there is an issue here then the PC needs to address with the student separately. (It is not necessarily a reason for transferring to another course)</li> <li>4. Identify any skills weaknesses and check attendance at workshops and/or PSD sessions. Put in place new and/or additional targeted support as appropriate.</li> <li>5. Significantly underperforming students to be transferred</li> <li>6. Personal Coaches and Senior Tutors or Heads of School for AS students to liaise with parents or guardians.</li> </ol>
RP3 w/c 1/02/16	<ol style="list-style-type: none"> <li>1. Review progress with coursework and assignments</li> <li>2. Review and revise individual subject target grade</li> <li>3. To check attendance and Identify if students have failed to complete assignments/homework. If there is an issue here then the PC needs to address with the student separately. (It is not necessarily a reason for transferring to another course)</li> </ol>

	<p>4. A level studies – review mock exam performance</p> <p>5. Coaches and Senior Tutors or Heads of School for AS students to liaise with parents or guardians.</p>
<p>RP4 w/c 11/4/16 Progression and At Exit Reviews</p>	<p>1. Coaches and Senior Tutors or Heads of School for AS students to liaise with parents or guardians.</p> <p>2. Check each student's subject revision timetable and approach to revision</p> <p>3. Put on revision classes</p> <p><i>A level students</i></p> <ul style="list-style-type: none"> <li>• Review subject performance</li> </ul> <p><i>L3 Voc</i></p> <ul style="list-style-type: none"> <li>• Review progress and confirm students enrolment onto programmes for following year – Ext Dip, Dip, Sub Dip</li> </ul> <p><i>1 of 1s ( all levels)</i></p> <ul style="list-style-type: none"> <li>• If progression options are at HC confirm students enrolment onto programmes for following year</li> </ul> <p>For students exiting the College, please complete STaRS reference and destination form</p>

<b>Reviewed/Approved</b>	<b>By</b>	<b>Date</b>
Updated by Approved at Approved at	Jo Williams	21 September 2015

**Flow diagram for Review Points - Subject Staff**

