HASMONEAN HIGH SCHOOL FOR BOYS

HASMONEAN

אל תקרי בניך אלא בוניך

SIXTH FORM POLICY DOCUMENT

1. **Accepting students onto courses**

   Each subject has set criteria in place which students must meet in order to be accepted onto the course. The criteria can be found in the Sixth Form prospectus, which all Year 11 students, both internal and external, have access to and the subject requirements should be clear. Please note that any student meeting the criteria for a subject must be allowed to study the subject if chosen.

   All bridging work that is set for students to complete over the summer holidays must be complete before the Succot break. Students who have not completed this work should progress immediately to the intervention system – see section 5.

   These are the general Sixth Form entry requirements:

   - To enrol on A Level courses at Hasmonean, 5 A*-C/9-4 grades at GCSE including a minimum of a Grade 4 in both English and Maths are required.
   - To enrol on all BTEC courses (except Work Skills BTEC) at Hasmonean, 5 A*-D/9-3 grades are required, including a minimum of a Grade 4 in both English and Maths.
   - In addition to the above, A Level and BTEC courses have their own subject specific entry criteria that students need to meet in order to be allowed to take the course. Please see the Sixth Form brochure for details.
   - To enrol on a vocational programme, 3 GCSE's A*-D/9-3 (or BTEC equivalents) are required. Anyone who has not attained a 4 or above in English and/or Maths must either enrol on the Functional Skills course in one or both of these subjects or a GCSE in English and/or Maths depending on his/her circumstances.

   Additionally, attendance at Beis is a requirement when joining the Sixth Form.

In order to join the Sixth Form, students are expected to choose from one of the following:

1. Pathway 1 – Work Skills (counts as 2 subjects) plus a re-sit of English/Maths GCSE
2. Pathway 2 – 2.5/3 BTECs
3. Pathway 3 – 3 A Level/BTEC courses
4. Pathway 4 – 3 or 4 A Levels
5. Pathway 4 – 3 A Levels and an EPQ

2. Uniform

The Sixth Form Uniform Policy, which is made clear to students, and their parents, well in advance of them entering the Sixth Form. Students not adhering to this policy will not be allowed to enter any lesson unless they are able to address the concerns. If they are unable to address the concerns, they will be sent home immediately and the Head of Sixth Form informed about the situation.

The uniform policy is as follows:

- Formal suit blazer
- Stiff-collared shirt
- Formal suit trousers
- Formal shoes
- Blazer and trousers must be black, brown, navy blue or grey. Shirts can be any colour, but must be formal. Shoes must be black or brown.

Students are required to wear their school ID badges at all times on the school premises.

3. Lesson expectations

All behavioural issues should be dealt with in conjunction with the whole school behavioural policy and escalation should take place as per the policy.

Students are expected to be punctual to all lessons. If a student is late to a lesson, this will be logged on Bromcom. When a student is late on three occasions to a subject, they will be placed on a punctuality report for a period of at least one week. This will require the student to keep a report sheet for all their lessons that will be signed by the subject teachers to say if they were punctual to the lesson. Before the student leaves the school premises, this will be shown to the Standards Officer who will monitor the report and issue a same day detention for any punctuality issues. After a week of no further punctuality concerns the student can come off report. If the concerns continue for more than 2 weeks, the issue will be escalated in line with our sanctions procedures.

Students are expected to behave appropriately in lessons and show respect to their peers and to their teacher(s) at all times during lessons. Any case of poor behaviour should be logged on Bromcom and communication should be made with parents about the poor behaviour, using the whole school behaviour policy for guidance.

Students should not be allowed to enter a lesson if they have not completed the homework that was due in for that lesson. Instead, they should be sent away to the sixth form common

room, study area of library to complete the homework to hand in. Please log the incident onto Bromcom.

4. Use of Bromcom and My Child at School

Any student who is turned away from a lesson, or asked to leave a lesson due to poor behaviour, should be logged on Bromcom. There are various options to log students for Sixth Form misdemeanours and all will be visible to parents on My Child at School, the parent portal from Bromcom. Parents will be responsible for checking this to keep up-to-date on their child's progress. Bromcom should also be used for positive referrals as well, such as for good behaviour and good classwork/homework.

Where a student receives negative logs, the school discipline policy will be followed and detentions and subject reports will be issued. This will be done by liaising with the Head of Sixth Form. Students who are late to lessons and, therefore, asked to leave will be placed on subject punctuality report on the fourth occasion. Students failing to hand in homework will be placed in detention on the fourth occasion of being asked to leave a lesson.

5. Monitoring attendance and progress

Sixth form students are required to meet the 95% attendance targets for all lessons in both Jewish and Secular Studies.
Attendance and progress is monitored in the Sixth Form by individual subject teachers, by departments and by the Heads of Sixth Form. The issue of students failing to meet the required attendance and academic standards expected of them should be monitored by the subject teacher(s). This should be done in the following ways:

- Use of Bromcom to log poor attendance and poor quality work due to lack of effort, which parents can access on My Child at School. Evidence of grades should also be kept, either on departmental spreadsheets, or in individual mark books.
- Communication to parents in the form of a phone call, or via email. If it is not the first email home, the relevant Director of Learning and Head of Sixth Form should be copied in.
- Strategies should be discussed with parents and the student to ensure he/she is aware of what is expected of them and he/she is aware of how to meet these expectations.
- Students of particular concern should be highlighted and the information forwarded to the Director of Learning. The Heads of Sixth Form should also be made aware, in case there are issues in other subjects with the student concerned.

If a student is absent due to illness or for an authorised reason, the register will be amended accordingly by the Attendance Officer. Weekly attendance figures are provided every Monday to Directors of Learning and Subject Leaders, showing attendance for the previous

week. This includes number of lessons missed in the previous week as well as overall attendance figures to lessons. Students with attendance of 95% or above will show as green. This is where we expect all students to be. Student with attendance between 90% and 94% will show as amber and students with attendance of 89% or lower will show as red. This is when formal intervention should be triggered by the teacher.

A phone call should be made to the Student Services Office every day of an absence by a parent/guardian. If absent, it is the responsibility of the student to catch up on any missed work. All planned absences will need authorisation from the Headteacher and Head of Sixth Form before any bookings are made.

If attendance does not improve after intervention, parents will be invited to meet with the Head of Sixth Form and Headteacher. Students who do not attend school will be sanctioned in line with the school's sanctions policy as this is a disciplinary issue (see the Exclusion Policy). Students may be required to leave the school due to failure to comply with instructions regarding attendance.

6. Intervention system

Students of particular concern regarding poor attendance and/or lack of effort should be placed on the Sixth Form intervention system, which will progress as follows:

1) Use of Bromcom by subject teacher
2) Sending a subject intervention letter from subject teacher, in consultation with DoL and Head of Sixth Form, who must be made aware of all correspondence.

The Head of Sixth Form will address students that have negative logs across more than one subject on an individual basis.

Subject intervention letters involve setting up a meeting between the student, the teacher, the relevant DoL, the Head of Sixth Form and the parents. Evidence for the reason that this letter has been issued will need to be presented, and it is the responsibility of the subject teacher to collate this in advance of the meeting. Evidence can include Bromcom data (attendance figures, behavioural logs, homework logs etc.), poor quality work, assessment grades and anything else relevant to the situation. A follow up letter should be sent by the DoL to parents, so the outcomes of the meeting are clear.

Students will have been made aware of what is expected of them and how they can improve in the particular area of concern, especially if the issue is related to academic ability; they should be given a fair chance to show that they can make the required improvements. If this fails, all evidence necessary should be collated and presented to the relevant Director of Learning and Head of Sixth Form.

The Head of Sixth Form and Headteacher must be consulted where there are serious concerns about a particular student. Some situations are complex and a solution is not

always easy to reach; at times, a compromise may have to be negotiated to ensure that any decision taken is in the best interests of all parties involved. This compromise may involve members of SLT and/or the Headteacher. In such a scenario, a student will be spoken to about the benefit of remaining on the course or switching to an alternative one.

7. **Beis**

The behaviour policy, including attendance matters, also applies to the Beis programme and will be implemented by the Head of Beis, Head of Sixth Form and Headteacher.

Beis staff members will need to take accurate registers and monitor attendance within their own shiurim. Wider administration is carried out to deal with students who fall below the 95% threshold.

8. Sixth Form provision

We aim to provide:

- Regular and accurate feedback to all students
- Constructive feedback to support progress of all students
- Feedback and assessment in a variety of forms
- Identification and support of students at risk of under-achievement
- Accurate and reliable student data from subject teachers
- Consistency in the application of grade criteria and appropriate rigour in assessment

9. Sixth Form destinations

We aim to ensure that all Sixth Form students' progress to suitable high quality destinations, for example, Yeshiva, Seminary, University, College, Apprenticeships. We will support students and parents to make informed choices about progression beyond Sixth Form and will provide the best possible support to ensure that applications and references are of the best possible quality. The Hasmonean Yashar Programme provides support for Sixth Formers by providing careers guidance, visits to open and taster days, visits to UCAS conventions, additional support for Oxbridge applicants, admissions tests and interview practice, and the alumni fair.