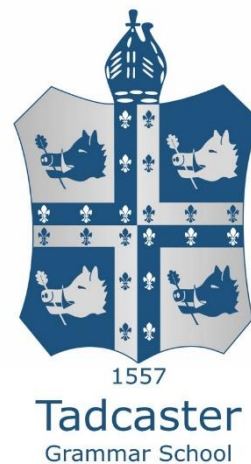


Be Your Best Self



# Tadcaster

Grammar School

# SIXTH FORM

# Parent Guide

Updated September 2021



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# OUR VISION

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1557  
Tadcaster  
Grammar School

## BE YOUR BEST SELF

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# CORE VALUES

### Ambition

To have  
a desire to  
achieve success.

### Resilience

To show a  
determination to  
achieve success.

### Responsibility

To take  
ownership of  
our actions.

### Respect

To be considerate  
to ourselves and  
others.

**Tadcaster Grammar School**

# INTRODUCTION

Welcome to Tadcaster Grammar School Sixth Form and the beginning of a journey that will see your child achieving success, independence and a notion of the potential they can go on to fulfil.

Here at Tadcaster Grammar School, we strongly believe that good communication with parents/carers is central to the achievement of our students. Our supportive and friendly atmosphere, coupled with high expectations, challenge and effective assessment and monitoring, help us to promote the values of hard work, consistent endeavour and teamwork.

Times have changed in Post 16 education and we recognise that, as students stand on the precipice of their future, they need the support of both staff and parents more than ever. To this end, we promise to do our utmost to help, inspire and encourage your child to be the best they can be. We will provide first class tutorial guidance, preparation for employment and higher education and academic rigour in all of their subject disciplines.

This guide is intended to assist you in being part of this crucial phase of your child's education. It sets out our goals and aspirations as well as our procedures and plans. It is our vision that we can work in partnership with you, to provide a solid and reliable network of support and encouragement, helping students to get the best out of their time with us.

We look forward to working with you in the future.

**Ros Knapton**

Assistant Headteacher

Director of Sixth Form

[r.knapton@tgs.starmat.uk](mailto:r.knapton@tgs.starmat.uk)

# Tadcaster Grammar School

## Sixth Form

### 6 Steps to Success

There is no magic formula.

In order to maximise the potential of all of our students, we strongly believe that following the six simple steps listed below are fundamental in helping to achieve success.

This is not just during students' time at TGS, but also as they move on with their life as an adult.

Attendance & Punctuality

High Expectations

Preparation

Involvement

Respect

The Adult In You



# ATTENDANCE & PUNCTUALITY

STRIVE FOR 100% ATTENDANCE

# 1

## This includes:

- All timetabled lessons
- Study Support Sessions
- Tutor Periods

*"Don't count the days,  
make the days count."*  
Muhammad Ali

Attendance falling below 95% has been shown to result in an average reduction in one A Level grade per subject. This increases to two grades when attendance falls below 90%.

# HIGH EXPECTATIONS

AMBITIOUS GOALS MAKE FOR OUTSTANDING ACHIEVEMENTS

# 2

Complete work which reflects your best efforts.  
Attend support sessions outside school hours when requested.

- Keeping on top of classwork, homework and reading around your subject.
- Meet all deadlines.
- Be proactive and address areas of weakness.
- Get into good habits now – we estimate that each A level subject you take will require 4 hours of study outside the classroom per week.

The students who make the most progress are the ones who seek out help, advice or support whenever it is needed.

# PREPARATION

BE PREPARED

Effectively organise your time and work.  
Be fully equipped for all lessons.

## Think:

- Lanyard
- Plastic wallets
- A4 folders
- Subject dividers
- Paper
- Pens & pencils
- Specialist equipment (calculator, art pad, etc.)

# 3

*"I'm an optimist, but  
I'm an optimist who  
carries a raincoat."*  
Harold Wilson

# INVOLVEMENT

## GRAB EVERY BRANCH!

- It's not just about the educational input.
- But into the many other exciting CV-enhancing and enrichment opportunities.
- Work experience.
- Put yourself ahead of the competition!

# 4

*"Tell me and I'll forget, show me and I may remember, involve me and I learn."*  
**Benjamin Franklin**

# RESPECT

## EVERYONE SHOULD BE RESPECTED AS AN INDIVIDUAL

# 5

- Act as an ambassador for Sixth Form.
- Adopt a respectful approach to equipment, buildings and other people around the school.
- It's a two way process.

*The 3 R's: Respect for self,  
Respect for others.  
Responsibility for all your actions.*  
**Dalai Lama**

# THE ADULT IN YOU

## ADULT APPROACH

**Prove your status.  
Ensure work does not interfere with your progress.  
Dress appropriately.**

# 6

- Lanyards must be worn/be visible AT ALL TIMES.
- All students must sign in and out of school via the electronic swipe system.
- All students must follow the school policy for reporting absence (planned and unplanned).
- Holidays must not be booked during term time.
- Prolonged absences severely jeopardise your chances of scoring the highest grades.
- Part-time work should not impact on your ability to perform and participate in all aspects of school life. We recommend no more than 10 hours each week should be dedicated to a part-time job.

*"It matters not what someone is born, but what they grow up to be"*  
**Dumbledore – J.K. Rowling**

# THE SIXTH FORM TEAM

## **ROS KNAPTON – DIRECTOR OF SIXTH FORM**

I am pleased to have a dedicated Sixth Form team. As Director of Sixth Form, I have the overview of teaching and learning, student support, assessment, resources and destinations of all our Sixth Form students, but I have a team of experts as well as a dedicated Tutor Team to support me with this.

I am dedicated to ensuring your child receives the very best support and care during their time with us so, if there is anything we can do to help them, please contact their Tutor or any member of the Sixth Form team.

## **JOSEPHINE GADSBY – PASTORAL LEADER (SIXTH FORM)**

I have worked at Tadcaster Grammar School with Sixth Form students for over ten years, supporting young people through any difficulties they may be facing. Moving from GCSE's to A levels can be a big step for some young people and they may need extra support personally or academically. I work closely with Mrs Knapton and the Sixth Form team to ensure all students are receiving relevant support and update parents on their child's progress. I also liaise with outside agencies when necessary. As part of the support offered in Sixth Form, I am responsible for the 16-19 Bursary funding and ensuring student's receive any funding they may be eligible for. I also provide weekly wellbeing information and advice through the Post 16 tutor programme.

## THE SIXTH FORM TEAM CONTACT DETAILS

Ros Knapton [r.knapton@tgs.starmat.uk](mailto:r.knapton@tgs.starmat.uk)  
Assistant Headteacher Director of Sixth Form

Josephine Gadsby [j.gadsby@tgs.starmat.uk](mailto:j.gadsby@tgs.starmat.uk)  
Pastoral Leader - Sixth Form

Madeline Dawson [m.dawson@tgs.starmat.uk](mailto:m.dawson@tgs.starmat.uk)  
Sixth Form Attendance & Administrative Assistance

### Year 12 Calcaria Tutors:

Mike Elsworth [m.elsworth@tgs.starmat.uk](mailto:m.elsworth@tgs.starmat.uk)  
Nicola Randall [n.randall@tgs.starmat.uk](mailto:n.randall@tgs.starmat.uk)

### Year 12 Dawson Tutors:

Pam McKenzie [p.mckenzie@tgs.starmat.uk](mailto:p.mckenzie@tgs.starmat.uk)  
Nicola Randall [n.randall@tgs.starmat.uk](mailto:n.randall@tgs.starmat.uk)

### Year 12 Fairfax Tutors:

Gareth Dale [g.dale@tgs.starmat.uk](mailto:g.dale@tgs.starmat.uk)

### Year 12 Oglethorpe Tutors:

Louise Bland [l.bland@tgs.starmat.uk](mailto:l.bland@tgs.starmat.uk)  
Hazel O'Connor [h.oconnor@tgs.starmat.uk](mailto:h.oconnor@tgs.starmat.uk)

### Year 12 Toulston Tutors:

Helen Brydon [h.brydon@tgs.starmat.uk](mailto:h.brydon@tgs.starmat.uk)  
Hazel O'Connor [h.oconnor@tgs.starmat.uk](mailto:h.oconnor@tgs.starmat.uk)

### Year 13 Calcaria Tutors:

Andrew Crease [a.crease@tgs.starmat.uk](mailto:a.crease@tgs.starmat.uk)

### Year 13 Dawson Tutors:

Katie Holmes [k.holmes@tgs.starmat.uk](mailto:k.holmes@tgs.starmat.uk)

### Year 13 Fairfax Tutors:

Samson Sharratt [s.sharratt@tgs.starmat.uk](mailto:s.sharratt@tgs.starmat.uk)

### Year 13 Oglethorpe Tutors:

Katie Mitchell [k.mitchell@tgs.starmat.uk](mailto:k.mitchell@tgs.starmat.uk)  
Beth Thorp [b.thorp@tgs.starmat.uk](mailto:b.thorp@tgs.starmat.uk)

### Year 13 Toulston Tutors:

Jude Kay [j.kay@tgs.starmat.uk](mailto:j.kay@tgs.starmat.uk)  
Beth Thorp [b.thorp@tgs.starmat.uk](mailto:b.thorp@tgs.starmat.uk)



# THE SCHOOL DAY

## ARRIVING AT THE SITE

Students should arrive at Sixth Form in good time for the start of their first lesson. Punctuality is one of their '6 Steps to Success' (Step 1).

## ON ARRIVAL/REGISTRATION

When students arrive in school, they will need to sign in using the electronic (InVentry) system and make their way to Period 1.

**Important:** The above signing in procedure also applies if students do not have lessons but are in school to study independently or take part in another activity in any area of school. Also, if they leave before the end of the school day, students must sign out, again using the InVentry system.

## THE SCHOOL DAY

Lesson 1 (Tutor Time)	8.40 - 9.05	Lunch	12.05 – 13.05
Lesson 2	9.05 – 10.05	Lesson 5	13.05 – 14.05
Lesson 3	10.05 – 11.05	Lesson 6	14.05 – 15.05
Lesson 4	11.05 – 12.05	Sixth Form Study Centre open 8.15-16.00	

## ATTENDANCE AND PUNCTUALITY

Good attendance is a key factor in success and, as such, we expect extremely high standards. The expectation is for a student to have 95% as a minimum and we expect all to strive for 100% attendance. Of course, punctuality both at the start of the day and to all lessons is equally important.

A student's attendance will be subject to weekly checks by their Tutor. If their attendance falls, then this will be investigated. Independent research has shown that poor attendance and punctuality can have a seriously detrimental effect on outcomes at Post 16. Attendance falling below 95% has been shown to result in an average reduction of one grade at A level per subject and this increases to two grades when attendance falls below 90%.

## STUDY PERIODS

A student's timetable will be made up of formal teaching periods and independent study sessions. Independent study sessions are not free time or time for a break, but an opportunity for students to work on their Level 3 programme of study. However, we appreciate that structuring this can sometimes be a challenge for students as they take the step up from KS4 to KS5. The Sixth Form Tutor Team will also work with students about how to best structure their day.



## ABSENCE

Should a student be absent for any reason, their **parent or guardian** must phone school and register this by 8.30am on the morning of the absence and for each subsequent day of absence thereafter. If student absence has not been reported prior to lesson registration a text will be sent to parents to inform them that their child has not been registered in school.

If the absence is for a medical reason, e.g. doctor, hospital, dentist, students must pass a copy of the appointment card/letter to the Sixth Form Administrator, Mrs Dawson, in advance of the absence. If a student needs to leave before the end of the school day for a medical appointment or because they feel unwell, they must inform staff and sign out using the InVentry system before leaving the school site.

- In the event of a known absence, e.g. university open day, interview, driving test, funeral service, etc., students must collect a leave of absence form, complete and return it to the Sixth Form Administrator, Mrs Dawson, in **advance** of the day of absence.
- In the event of a teacher absence, work may be set via Google Classroom for students to complete at home. If students come into school they are expected to sign in electronically as well as on the individual lesson register provided in the Sixth Form Centre and collect any paper-based work left for the lesson.
- In the event of any absence, students should email the staff member(s) to ask for the work they will miss because of their absence.

Further information regarding attendance can be found in the Student Guide on the Sixth Form area of the school website. Please familiarise yourself with the Sixth Form attendance procedures to avoid unauthorised absences.

# STUDENT SUPPORT & ASSESSMENT

## SIXTH FORM TUTORS

Every student is assigned a Tutor. The Tutor will see their tutor group during tutor time to discuss their progress and to identify any issues the student is facing and will be their first port of call for any issues you want to make us aware of.

The Tutors will also work with any students who may be finding it difficult to adjust to Sixth Form demands and will work with students on the Intervention Programme (see Pastoral Support).

We realise that students need to be given time to become individuals, but we are also aware that time needs to be given to cover issues of a young adult's life. This may include career pathways, democracy, tolerance, rules and regulations, study skills, charity work and much more besides.

In addition, students will still be expected to contribute to the House system and Tutoring in Year 7-Year 11. Opportunities include Reading Mentors, House Captains, mentoring younger students or leading a period 1 session.

## PASTORAL SUPPORT

The Sixth Form team has a dedicated Pastoral Leader for KS5, Mrs Gadsby, who is located within the Sixth Form Centre. Students can access this support if they need to talk to someone or share any concerns they may have. Mrs Gadsby is also available to provide advice on independent study, revision techniques and signpost to outside agencies when required. If students require additional support with their academic studies, Mrs Gadsby also runs the Intervention Programme.

### Intervention Programme

For students who are identified by staff as needing extra curriculum support in more than one subject, Mrs Gadsby can provide a programme of support through the intervention process to ensure students reach their full potential. As part of the intervention process, targets are set for the student to work towards for a four week period and are reviewed regularly.

The Intervention process is a supportive measure for our students and parents are kept informed of the improvements their child is making and the support they are receiving throughout. At the end of the four week period, a review takes place to see if any further action is required.

## ASSESSMENT

All students have now embarked on a two year linear study programme. It is therefore very important that each student is aware of the grade they should be able to achieve. Regular assessment of a student's performance is vital and ensures that a student is working towards their target grade and is in line to achieve their true potential.

As all A level courses are 2 year linear courses, regular assessment is important to highlight areas for development. These will be taken regularly through classwork and independent study sessions and formally in mock assessment weeks.

## CAREERS

Careers guidance in Sixth Form is supported by the Careers Department and is provided via the tutor programme, assemblies and employer engagement through the work experience programme. There is a careers 'drop in' on Tuesday and Thursday lunchtimes in the Independent Learning Centre (ILC). Careers interview requests should be made via the online book request form [here](#). (

## PART-TIME WORK

Level 3 qualifications are a major commitment. The typical format is that a student will need to study self-sufficiently for 1 hour per every hour they spend in class with their subject tutors. This means they should be studying independently for 4-5 hours/subject per week, which is the equivalent to just over two hours per day (including weekends). If a student uses their independent study periods sensibly during their school day, this should mean they would still have time for social activities and part-time work. However, we would recommend no more than 10 hours/week of part-time work.

# SCHOOL PROCESSES, PROCEDURES & POLICIES

## POST 16 (SIXTH FORM) BURSARY

The Bursary Fund is provided to financially assist students who have the greatest need with expenditure that is directly related to school life. Support is bespoke and can include support with transport costs (including for University visits), the purchase of stationery and technology required for school (including, if needed, a laptop) and support with catering requirements.

Students can apply for the Bursary Fund at the start of each academic year in Sixth Form and the forms are available on the school website or from Mrs Gadsby the Sixth Form Pastoral Leader. The Bursary Fund is means tested and there are three groups of students eligible:

- Students who come from a household with a combined income of less than £28,000
- Students who are in care or are care leavers
- Students who qualify for Free School Meals (application forms are administered by North Yorkshire County Council and are available on their website)

## POST-16 (SIXTH FORM) TRANSPORT

If your child is attending our Sixth Form and travelling to and from school using school transport, please be aware you will need to pay for Post-16 transport to and from school.

Travel on City of York school services is managed directly by York Pullman. Information on how you can purchase a bus pass and an application form is available on their web-site at

<https://www.yorkpullmanbus.co.uk/admin/resources/tadcaster-grammar-school-2021.pdf> for the T11, T13, T15 & T16 and <https://www.yorkpullmanbus.co.uk/admin/resources/t2-tadcaster-grammar-school-2021.pdf> for the T2.

Applications should be submitted before the 31 July.

Travel on North Yorkshire County Council services is managed directly by the Council. You can purchase a bus pass by submitting an application online at <https://www.northyorks.gov.uk/transport-sixth-form-or-college>. Applications should be submitted before 31 July to receive a pass before the start of term.

Sixth Form students will not be able to travel from Tuesday 7 September 2021 if you have not submitted an application, so please apply within the deadlines given.

## SAFEGUARDING

The care and wellbeing of our students is at the heart of everything we do at Tadcaster Grammar School. We take our responsibilities very seriously and we seek to actively promote inclusion, health awareness and local support groups. The named Safeguarding person for Post 16 students is Mrs Josephine Gadsby.

## LANYARDS

Each student will be given a lanyard, incorporating electronic access, which will allow them entry to all areas of the school through our electronic door system and, for safeguarding purposes, will be used to sign them in and out of school using the electronic (InVentry) system. As an adult on the site, all Sixth Form students are **required to visibly wear their Post 16 lanyard at all times**. This is a requirement of the school's safeguarding policy.

## CASHLESS CATERING

The school has a cashless catering system. FAQs and answers are detailed on the school website. The system is biometric so will recognize the thumb print of your child. Online payments can be made through ParentPay (please allow up to 48 hours for ParentPay to update the credit on the system).

## COMMUNICATION

**Student Email:** Each student is given a school email address which will be used for any communication between a student, their subject teachers, Tutor, Director of Sixth Form or Sixth Form office. Students must check their email at least daily as essential information will be communicated in this way. Students should only use their school email to send appropriate emails between themselves and members of staff.

**Correspondence/Letters Home:** All correspondence is sent in email format and parents are required to subscribe to our 'Letters Home' system, by providing an email address and selecting the Year Group and House that applied to their child/children. All letters will arrive in their email inbox. Important: Each school year parents will need to 'Update your Preferences' and select the next year group. To subscribe, go to [www.tgs.starmat.uk](http://www.tgs.starmat.uk) and click on the 'Letters Home' or 'Parents' tab. Parents will also need to update their email address if that changes during the year.

# SCHOOL PROCESSES, PROCEDURES & POLICIES

## PARENTPAY

Parents can make secure online payments by debit or credit card for any payments made to school, e.g. school visits, resources (revision guides, etc), school meals), therefore eliminating the need for your child to bring cash into school. Every parent will have a unique login which allows you to view all payments made to the school and school letters home in relation to any payments required. School menus and the food purchased by your child can be viewed and payments made by logging onto [www.parentpay.com](http://www.parentpay.com) or via the link on the school website.

## PARENTS' EVENINGS

Making appointments for Parents' Evenings is also completed electronically. The 'Parents' link on the school website leads to an online booking system where parents can select the teachers they wish to see and a time to do so. Parents will be notified in advance of the date and time of each evening.

## PARENTAL CONSENT FOR LOCAL EDUCATIONAL VISITS

We require parental consent to be given electronically, via the completion of an online form, for students to participate in local school events and educational visits. An individual visit consent and medical information form will be needed for a limited number of visits and this will be advised as required. The parental consent for educational visits letter can be accessed on the school website under the 'Parents' tab/useful forms/parental consent for educational visits. Parental consent is also given automatically when educational visits are paid for via ParentPay.

## DRESS CODE

There is no school uniform but it is expected that, although your dress may be casual, your appearance will be smart. Remember, this is a working environment and you should dress suitably. All members of the sixth form act as both ambassadors for the school within the local community and important and influential role models for students in years 7 – 11. We recognise that self-expression and individuality is an important part of becoming an adult. Students are expected to dress in a manner that is appropriate for a site which is directly linked to accommodation for younger students. This means that offensive or explicit slogans and/or images on clothing should not be worn. Similarly, clothing that is particularly revealing and not considered 'work wear appropriate' will not be accepted. Students may be asked to go home and change if their clothing is deemed not to be appropriate.

Tops	Tops must be modest with no thin straps and not low cut. Shoulders and midriffs must be covered.	Compulsory
Bottoms	Full length bottoms should not have rips. Leggings, skirts, dresses and shorts must be worn with modesty.	Compulsory
Footwear	Sensible shoes, trainer or pumps.	Compulsory
Jewellery / Adornments	Multiple face piercings are not permitted. Tattoos (permanent or semi-permanent) should not be visible.	Compulsory

## Rulings on dress code issues

The Director of Sixth Form will act as arbiter if a decision concerning the appropriateness of any element of the dress code is required. Parents/carers who disagree with any ruling have the right to appeal to the Senior Leadership Team.

## ACCEPTABLE USE AGREEMENT

All students will be expected to sign the Acceptable Use Agreement (AUA). Inappropriate use of IT could lead to students being banned from the use of IT provision in school.

## USB FLASH DRIVES

Students are not be allowed to bring USB Flash Drives into school, for any reason. This is to avoid infecting the school's system with a computer virus and also to avoid inappropriate files and documents being brought into school.



# SCHOOL PROCESSES, PROCEDURES & POLICIES

## MOBILE PHONES

We expect students to use their mobile phones sensibly and appropriately. Students should ensure that their phone are on silent, not have them out or take video or photographs during lesson time, unless asked to do so by their teachers. It is expressly forbidden for students to use mobile phones to photograph, film, record or share images of others at school via any media platform. Misuse of images is not permitted and is against school policy.

Students, like staff, should not use their mobile phones, or listen to music with or without earphones, whilst walking around school, however are free to use their phone in the Sixth Form Centre.

The school can take no responsibility for mobile phones that are lost, stolen or damaged on the premises.

## SMOKING, ALCOHOL & BANNED SUBSTANCES

Tadcaster Grammar School is a non-smoking establishment and it is illegal for any person to smoke on the school site or on school transport. This includes vaping. Incidents involving students who are caught smoking/vaping or in the company of students smoking/vaping or in the event of finding or suspecting a student to be in possession of alcohol or a banned substance, will follow a clearly understood procedure which will support the Drug and Substance Misuse Policy.

For the purpose of this guide, the following definitions of a drug will apply:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- All legal drugs including alcohol, tobacco/e-cigarettes, volatile substances and amyl nitrites;
- All over the counter (OTC) and prescription medicines (misuse would be taking medication not prescribed for the person) where the Medicines Policy applies.

The school will not allow its site to be used for the production, supply or consumption of any controlled drug. There is no legal obligation to inform the police, though they may be able to give relevant support and advice. However, where it is suspected that dangerous drugs are sold on the site, details regarding the people involved, together with as much information as possible, will be passed to the Police Liaison Officer, PC387 Kylie Boyle, or the community Police Unit. Students may also be subject to a fixed term or permanent exclusion depending on circumstances and the class of drug involved.

## PROCEDURE FOR BAD WEATHER CLOSURE

In severe weather conditions:

- Information will be posted on the school website.
- If the school is CLOSED students will NOT be allowed on site.
- If the school is OPEN but fewer students are expected to come in, Sixth Form snow base is S1.
- Sixth Form students are required to remain in S1 until directed otherwise.
- Lessons will continue as normal but virtually though G-Meets / Google Classroom.

## PROCEDURE FOR UNEXPECTED EARLY CLOSURE

- Information will be posted on the school website.
- Students will be informed of the time of closure.
- Students are to make contact with their parents to arrange a pick up or to let them know they are going home either by bus, walking or will be driving home (if applicable).
- Students who travel by bus should go to S1 until they receive notification of the arrival of their bus.
- If students are unable to contact parents, they should go to the Sixth Form Office where staff will assist.
- Lessons will continue as normal but virtually though G-Meets / Google Classroom.

# SCHOOL PROCESSES, PROCEDURES & POLICIES

## STUDENT REPORTS - LEVEL DESCRIPTORS

		<b>Attitude to Learning</b>
1	Outstanding	<ul style="list-style-type: none"> <li>Shows considerable effort in classwork at all times and has a positive, committed, diligent and conscientious attitude.</li> <li>Tasks are completed to a high standard (relative to ability).</li> <li>Works independently and takes responsibility for own learning.</li> <li>Demonstrates an eagerness to improve and acts upon advice offered.</li> <li>Positive comment(s) will have been placed on Classcharts.</li> </ul>
2	Good	<ul style="list-style-type: none"> <li>Always shows the effort required; at times considerable effort is shown.</li> <li>Tasks are completed to a standard appropriate for ability and at times this standard is exceeded.</li> <li>Works independently and has started to take responsibility for own learning</li> <li>Conscientious and seeks to improve.</li> </ul>
3	Need for Improvement	A student who gains a level 3 will at times have achieved level 2 but at other times achieved level 4 for attitude to learning, or they will have a mixture of attributes from the level 2 and level 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and as such will benefit from discussion to ensure improvement is made in this area.
4	Concerns	<ul style="list-style-type: none"> <li>Effort shown is below that which is required to maximise performance; underachievement is likely as a result.</li> <li>Some tasks are completed to a standard appropriate to the students' level of ability; at times this standard is not met.</li> <li>Does not always take responsibility for their own learning; needs support to improve focus when working independently.</li> <li>Subject or whole school sanctions will have been used.</li> </ul>
5	Serious Concerns	<ul style="list-style-type: none"> <li>Effort shown is unacceptable</li> <li>Tasks are regularly completed to a low standard (relative to ability).</li> <li>Fails to work independently; does not take responsibility for their learning.</li> <li>Attitude to learning issues will have been logged on Classcharts.</li> <li>Subject and/or whole school sanctions will have been used.</li> </ul>

		<b>Behaviour</b>
1	Outstanding	<ul style="list-style-type: none"> <li>Responds immediately to instructions; there is no disruptive behaviour.</li> <li>Behaviour consistently helps themselves and others to learn; highly considerate and supportive of other students.</li> <li>Treats all members of staff and other students with consideration and respect.</li> <li>Student focus is always on the lesson; this is an outstanding factor in their successful learning.</li> </ul>
2	Good	<ul style="list-style-type: none"> <li>Sets consistently high standards for themselves; responds quickly and well when any additional guidance from staff is given about how to conduct themselves.</li> <li>Behaviour consistently helps themselves and others to learn.</li> <li>Treats all members of staff and other students with consideration and respect.</li> <li>Student focus makes a strong contribution to good learning in the lesson.</li> </ul>
3	Need for Improvement	A student who gains a level 3 will at times have achieved level 2 but at other times achieved level 4 for behaviour, or they will have a mixture of attributes from the level 2 and 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and as such will benefit from discussion to ensure improvement is made in this area.
4	Concerns	<ul style="list-style-type: none"> <li>Requires frequent reminders in order to correct behaviours and focus on learning.</li> <li>Poor or inappropriate behaviour on a number of occasions inhibits progress.</li> <li>May have been impolite; shown a lack of consideration and respect for others.</li> <li>Subject or whole school sanctions may have been used.</li> </ul>
5	Serious Concerns	<ul style="list-style-type: none"> <li>Behaviour is regularly unacceptable and causes disruption, preventing themselves and others from learning.</li> <li>Often fails to follow instructions.</li> <li>May have shown a complete lack of respect for others.</li> <li>Behaviour for learning issues will have been logged on Classcharts</li> <li>Subject and/or whole school sanctions will have been used.</li> </ul>

<b>Homework</b>		
1	Outstanding	<ul style="list-style-type: none"> <li>• All homework has been completed to deadlines.</li> <li>• Work submitted is of a high standard (relative to ability).</li> <li>• Work demonstrates consistently high levels of effort.</li> <li>• Work sometimes goes beyond what was expected (e.g. evidence of background reading, completions of extensions tasks).</li> </ul>
2	Good	<ul style="list-style-type: none"> <li>• All homework has been completed to deadlines.</li> <li>• Work submitted is of a standard appropriate for ability; at times this standard is exceeded.</li> <li>• Work demonstrates high levels of effort.</li> </ul>
3	Need for Improvement	A student who gains a level 3 will at times have achieved level 2 but at other times achieved level 4 for homework, or they will have a mixture of attributes from the level 2 and level 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and as such will benefit from discussion to ensure improvement is made in this area.
4	Concerns	<ul style="list-style-type: none"> <li>• There are gaps in the homework record and/or homework is sometimes handed in late.</li> <li>• Some tasks are completed to a level below the student's level of ability.</li> <li>• Effort shown in homework is below that which is required.</li> <li>• Homework concerns will have been communicated to parents.</li> <li>• Subject or whole school sanctions may be have been used.</li> </ul>
5	Serious Concerns	<ul style="list-style-type: none"> <li>• There are significant gaps in the record of homework completed.</li> <li>• Homework is regularly completed to a low standard (relative to their ability).</li> <li>• Effort shown for homework is poor.</li> <li>• Homework issues will have been logged on Classcharts.</li> <li>• Subject and/or whole school sanctions will have been used.</li> </ul>

<b>Coursework / Controlled Assessment</b>		
1	Outstanding	<ul style="list-style-type: none"> <li>• All coursework / controlled assessment has been completed to deadlines.</li> <li>• The standard of coursework / controlled assessment exceeds the student's target grade.</li> </ul>
2	Good	<ul style="list-style-type: none"> <li>• All coursework / controlled assessment has been completed to deadlines.</li> <li>• The standard of coursework / controlled assessment meets the target grade of the student.</li> </ul>
3	Need for Improvement	A student who gains a level 3 will at times have achieved level 2 but at other times achieved level 4 for attitude to learning, or they will have a mixture of attributes from the level 2 and level 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and as such will benefit from discussion to ensure improvement is made in this area.
4	Concerns	<ul style="list-style-type: none"> <li>• Elements of the required coursework / controlled assessment are missing.</li> <li>• The standard of coursework / controlled assessment is below the student's target grade.</li> <li>• Subject or whole school sanctions may be have been used.</li> </ul>
5	Serious Concerns	<ul style="list-style-type: none"> <li>• Substantial elements of the coursework / controlled assessment are missing.</li> <li>• The standard of coursework / controlled assessment is well below the student's target grade.</li> <li>• Coursework / controlled assessment concerns will have been communicated to parents. CTL/HoY will also be aware of the concerns.</li> <li>• Coursework / controlled assessment issues will have been logged on Classcharts.</li> <li>• Subject and / or whole school sanctions will have been used.</li> </ul>