



6th Form Academic Concern Policy

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1 Principles

AAS Sixth Form Academic Concern Process is designed to ensure that scholars are given appropriate and timely academic support. We recognise that navigating the Sixth Form journey can be a challenging step and it is essential that any concerns regarding scholars’ academic progress are dealt with through careful monitoring and systems that ensure the needs of all scholars are met.

2 Aims

- ★ To cultivate habits of excellence through targeted support.
- ★ To ensure academic concerns are dealt with in a responsive and timely way.
- ★ To support scholars by involving parents/carers early on before concerns become more serious.
- ★ To listen to scholars individually to support them on a case-by-case basis.
- ★ To involve scholars in setting clear and achievable targets to improve, alongside

3 Roles and Responsibilities

The academy sets out clear and explicit expectations of all stakeholders, based on the trust’s values of scholarship, curiosity, tenacity and the academy’s values of respect and responsibility. We will hold all individuals, scholars, and staff to account for their contribution to the areas for which they are responsible. Specific roles and responsibilities are summarised in the AAS Sixth Form Scholarship Agreement.. See Appendix 1.

4 Academic Concern Process

Stage	Summary of stage	Teacher/Staff Action	Scholar Action	Parent Action	Sixth Form Action
Stage 1: Informal Warning	<p>Triggered when: Academic concerns arise. See support/sanctions grid for examples.</p> <p>Key Actions: Scholar issued a verbal warning and expectation made clear. Scholar to improve within 2 weeks. See sanctions/support grid for examples of concerns and types of support/sanctions. Recorded on Classcharts</p>	<ol style="list-style-type: none"> Record concern on Classcharts. Issue verbal warning to scholar, discuss concern and make expectation clear. Contact home and inform parents/carers of concern and expectations of scholar. Record on CPOMs. 	<ol style="list-style-type: none"> Scholar to act upon verbal warning and meet expectation within 2 weeks. 	<ol style="list-style-type: none"> Parent/carers to discuss concern with child. 	<ol style="list-style-type: none"> Pastoral Year Lead (PYL) to monitor Classcharts and share daily, weekly, half-termly tracking data with tutors. Tutors to have 24 hour follow up conversation re any concerns logged on Classcharts.
Stage 2: Formal Warning	<p>Triggered when:</p> <ol style="list-style-type: none"> A scholar fails to improve following stage 1 and an Academic Concern Form (ACF) is submitted. A scholar is asked to leave lesson due to poor conduct. Recorded on Classcharts. 10 academic concerns logged on Classcharts in a ½ term: Appendix 2 <p>Key Actions: Scholar to meet with PYL to set targets to be in met in 2 weeks. See sanctions/support grid for examples of concerns and types of support/sanctions.</p>	<ol style="list-style-type: none"> Submit Academic Concern Form (Appendix 3) where scholar has failed to improve following stage 1 or been asked to leave lesson and clearly set out concerns, strategies/sanctions used. Subject teacher to inform the Head of Department where relevant. 	<ol style="list-style-type: none"> Meet with PYL and agree targets. Act upon specific targets over 2 week review period. 	<ol style="list-style-type: none"> Speak with PYL. Discussion with child when targets are set. Discussion at end of 2 week review period with Scholar. 	<ol style="list-style-type: none"> PYL to review ACF(s) and academic concerns recorded on Classcharts. PYL & HoD or teacher to meet with scholar: <ol style="list-style-type: none"> Set specific targets/support/sanctions/set review date and inform parent. Record on Academic Target Form (Appendix 4) – automatically copied to tutor, PYL, Head of Sixth. PYL to review how scholar has met targets in 2 week period.
Stage 3 Final Review	<p>Triggered when: A scholar fails to make improvements with specific targets (stage 2).</p> <p>Key Actions: Scholar & parents/carers to meet Principal and Head of Sixth Form. Final targets/review date set (where appropriate).</p>	<ol style="list-style-type: none"> Subject teacher who submitted academic concern form to attend meeting. Provide evidence of how academic concerns have led to underachievement. 	<ol style="list-style-type: none"> Attend meeting to review final targets. Scholar to act upon specific targets for a minimum of 2 weeks review period. Attend review meeting. 	<ol style="list-style-type: none"> Attend meeting to review concerns/ final targets and agree on review date. Attend review meeting at end of review period (2 weeks or more). 	<p>Sixth Form leaders to:</p> <ol style="list-style-type: none"> Review and collate teacher(s) ACF(s)/ academic concerns recorded on Classcharts/stage 2 information. Lead meeting with Scholar & parent/carers and set final targets/review date. Complete final review form (appendix 5). Organise and lead review date meeting.

Academic Concern Process: Support/sanctions

	HWK	Study room	Lesson	Equipment/Folder/Resources
Examples	<i>Submits poor quality Homework. Does not complete Homework.</i>	<i>Lacks focus in the study room. Is without folder during set study hrs.</i>	<i>Lacks focus in lesson. Poor effort resulted in lack of sufficient knowledge to participate. Poor quality work.</i>	<i>Lacks required equipment. Poorly organised folder</i>
Stage 1	<ul style="list-style-type: none"> - Redo and resubmit HWK in 24hrs. - Teacher to review HWK expectations with scholar. - Teacher to give models so the scholar is clear on the standard. - Redo HWK during supervised study with PYL support. - Tutor conversation with scholar. - Tutor phone call home. 	<ul style="list-style-type: none"> - Verbal prompt. - Move seats for one off session. - Tutor conversation with scholar - Tutor Phone call home 	<ul style="list-style-type: none"> - Verbal prompt. - Assigned new seat. - Redo work to a higher standard and share clear model. - Tutor conversation with scholar. - Tutor phone call home. 	<ul style="list-style-type: none"> - Review 'Folder Expectations' in Course Information booklet and reorganise folder. - Review model folder with teacher. - Tutor conversation with scholar. - Tutor phone call home.
Stage 2	<ul style="list-style-type: none"> - HWK schedule for week ahead planned with tutor. - Scholar way of recording HWK reviewed daily by tutor/PYL. - Scholar to complete HWK to expected and/or modelled standard for 2 weeks. - Form tutor/PYL to review HWK before submission for 2 weeks. - Parent meeting. - Tutor conversation with scholar. - PYL & scholar meeting and completion of ATF. 	<ul style="list-style-type: none"> - Assigned seat for set period of time. - Checklist for what to complete during study period before and after each session with PYL. - Parent meeting - Tutor conversation with scholar - PYL & scholar meeting and completion of ATF 	<ul style="list-style-type: none"> - Asked to leave lesson, go straight to PYL in study area and complete work in 24hr - PYL & scholar meeting and completion of ATF to identify key topics/areas of weakness that need further study to improve focus in lesson. - Pre-reading and preparation with PYL during supervised study to support scholarship. - Parent meeting - Tutor conversation with scholar 	<ul style="list-style-type: none"> - Folder Expectations' in Course Information booklet and reorganise folder with tutor. - Tutor to do daily check of equipment/folder/resources. - PYL to check scholar is ready for next period. - Weekly set study period in which PYL and scholar plan daily resource for week ahead. - Parent meeting. - Tutor conversation with scholar - PYL & scholar meet to complete ATF
Stage 3	<ul style="list-style-type: none"> - Further study periods scheduled. - Scheduled after school study. - Daily update to parent - Scholar to complete daily HWK report card/reviewed by PYL. - Parent/carer meeting with principal/Head of Sixth Form - Weekly review of report card with Head of Sixth. 	<ul style="list-style-type: none"> - Use alternative space. - Assigned seat nearest to PYL. - Only use Study area when supervised. - Report card on use of study area. - Parent with principal/Head of Sixth Form - Daily update to parent 	<ul style="list-style-type: none"> - Scholar to complete daily focus report card/reviewed by PYL - Weekly review of report card with Head of Sixth. - Considered of alternative options to AAS Sixth Form - Meeting with Careers Advisor - Parent meeting with principal/Head of Sixth Form 	<ul style="list-style-type: none"> - PYL to do checks at start of day - Scholar to complete daily report card on equipment/folder/resources for lessons/study periods - Daily review of report card with PYL - Weekly review of report card with Head of Sixth - Parent meeting with principal/Head of Sixth Form

Appendix 1 – Scholarship Agreement



SCHOLARSHIP AGREEMENT 2023/2024

Our vision: To provide an exceptional, knowledge rich experience, which ensures all scholars succeed.

We believe that a great academy is simply one where everyone is united in a common goal to provide the best educational experience for the scholars and community we serve. We recognise that Astrea Academy Sheffield is in a truly privileged position, being an academy for the whole community and helping to shape the future of generations to come. This a partnership between academy, scholars, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim. Our scholarship agreement sets out what you can expect from AAS Sixth Form and what we expect of you as a Sixth Form Scholar.

Sixth Form Scholars and parents/carers can expect the Academy to:

- provide a programme of study that opens doors to prestigious universities and competitive careers;
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and delivered by exceptional teachers who are experts in their subjects;
- review class and independent work and give regular feedback in class and through Progress Review data;
- provide high quality independent study spaces and resources that allow scholars to focus and learn;
- encourage high standards of behaviour, a sense of personal responsibility and resilience so scholars can thrive in a community of likeminded individuals;
- provide a supportive, inclusive, and safe learning environment so that scholars can fulfil their potential academically and personally;
- offer unrivalled pastoral support through careful monitoring and systems that ensure the needs of all scholars are met;
- promote and support emotional, physical, and mental wellbeing;
- let parents/carers know about any concerns or problems that may affect scholar learning, behaviour or well-being and offer support when required;
- deliver a tailor-made enrichment/co-curricular programme and provide plenty of leadership opportunities

The Academy expects Sixth Form Scholars to:

- always model the Academy's values and ethos both within the Academy and in the wider community; treat all staff and fellow scholars with kindness and respect;
- to follow academy rules and instructions of academy staff, first time every time;
- have a relentless commitment to excellence in all lessons as well as in the study area and library;
- respect the Study Area – it must be used for work only during study times;
- commit to, a minimum of, 15 hours a week reading/private study/homework (and 3 hours of UpLearn for each relevant subject);
- complete all homework and all non-exam assessments by deadlines;
- bring all the required equipment, books and folders to lessons and maintain folders to the expected standard;
- have a personal attendance target of 97% or above;
- be punctual to the academy, to lessons and all supervised study periods – time is precious;

- make appointments outside of the academy day where possible. Any pre-arranged appointments must be communicated in advance to the Academy and evidence must be provided. If evidence is not provided the absence will not be authorised and will impact on the scholars overall attendance;
- attend any pre-arranged sessions of specific support, intervention or enrichment;
- arrange holidays outside of term time. Please note that term time holidays will not be authorised and have a significant impact on attainment;
- adhere to the Dress Code.

The Academy expects parents/carers to:

- support your child’s education, believing that your involvement is vital for their success;
- work in partnership with staff at the Academy;
- give your full support to the Academy and ensure your child always engages with support and completes sanctions where required;
- attend any meetings about your child’s education, progress and wellbeing;
- Support your child to attend any pre-arranged sessions of specific support, intervention or enrichment
- support your child to attend every day and work with the Academy to ensure your child has excellent attendance and punctuality;
- report scholar absence to the Academy by 8:30am;
- make appointments outside of the academy day where possible. Any pre-arranged appointments must be communicated in advance to the Academy and evidence must be provided. If evidence is not provided the absence will not be authorised and will impact on the scholars overall attendance;
- arrange holidays outside of term time. Please note that term time holidays will not be authorised and have a significant impact on attainment;
- ensure that your child has all necessary equipment and adheres to the Sixth Form Dress Code Policy.

By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at Astrea Academy Sheffield. I understand that my place as a Sixth Form Scholar at AAS Sixth Form will be reviewed if I do not meet these requirements.

Scholar name:	Parent / carer name:	Sixth Form Staff member name:
Scholar signature:	Parent / carer signature:	Sixth Form Staff member signature:
Date:	Date:	Date:

Appendix 2 – 6th Form Academic Concerns Classcharts Buttons

Academic

Lacking focus in lesson

Lacking focus in the study room

Lacking equipment

Without folder

Incomplete Homework

Poor quality work

Asked to leave lesson (add note: reason why and required work to be completed)*

Appendix 3 – Academic Concern Form

<https://forms.office.com/e/DfVuKnRa51>

Appendix 4 –Academic Target Form

Academic Target Form 'Stage 2: Formal Warning'

Name		Year/Form group	
SEND	K/E/NA	Date of Plan	
List those present in the planning meeting			
Attendance %			

What has prompted stage 2 'Formal Warning'?
<input type="checkbox"/> A scholar fails to improve following stage 1 and an Academic Concern Form (ACF) is submitted. <input type="checkbox"/> A scholar is asked to leave lesson due to poor conduct. <input type="checkbox"/> 10 academic concerns logged on Classcharts in a ½ term.

Types of Academic Concerns logged on Classcharts	Subject 1	Subject 2	Subject 3	Other
Lacking focus in lesson				
Lacking focus in the study room				
Lacking equipment				
Without folder				
Incomplete Homework				
Asked to leave lesson				

*This term only

No. of Academic Concern Forms submitted	
No. for Subject 1	
Summary of key issues raised by subject teacher on Academic Concern Forms	
No. for Subject 2	
Summary of key issues raised by subject teacher on Academic Concern Forms	
No. for Subject 3	
Summary of key issues raised by subject teacher on Academic Concern Forms	
No. for Subject 4	
Summary of key issues raised by subject teacher on Academic Concern Forms	
No. for other	
Summary of key issues raised by subject teacher on Academic Concern Forms	

Has the scholar been in stage 2/stage 3 of the academic concern process before?	Y/N
If yes, summarise below key issues, targets, time period of review/outcomes.	
Are there similarities between what has prompted the current stage 2 'Formal Warning' and prior academic concerns?	Y/N
If yes, outline the key similarities below.	

What is the scholar's aspiration/destination goals?
How effectively is the scholar working towards these goals at present?

How is the scholar's overall wellbeing? Habits? Routines?

Are there any issues/challenges/concerns that are affecting the scholar's studies?

Agreed Support/Sanctions (<i>See grid for options</i>)
1.
2.
3.
4.
5.

Agreed Targets for the scholar	
1.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
2.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
3.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	

Agreed actions for the pastoral lead /SLT
Agreed actions for teachers & school staff
Agreed actions for parents/ carer

We agree to follow the strategies, support the sanctions and meet the targets (**scholar only**) outlined in the Academic Concern Target Form and review this in 2 weeks:

School signature	Scholar	Date of review (Must be 2 weeks)
Parent contacted?	Y	N

Review: Has the scholar successfully met his/her targets?	
Y	N
Review: Will the scholar need to be moved into stage 3?	
Y	N

Appendix 5 – Stage 3 Final Review: Final Review Form

Final Review Form 'Stage 3: Formal Review'

This stage has been triggered when a scholar has failed to make improvements with specific targets (stage 2)

Conduct Target Form' must be completed & updated

Name		Year/Form group	
SEND	K/E/NA	Date of Plan	
List those present in the planning meeting			
Attendance %			

Summary of what has led to stage 3 'Final Review of place at AAS Sixth Form'

How is the scholar's overall wellbeing? Habits? Routines?

Are there any issues/challenges/concerns that are affecting the scholar's studies?

What is the scholars aspiration/destination goals?
Has the scholar considered other routes into desired destination?
Has the scholar met with the careers advisor? What guidance was given?
Does the scholar want support in pursuing alternative routes?

Agreed Support/Sanctions (<i>See grid for options</i>)
1.
2.
3.

Agreed Targets for the scholar	
1.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
2.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
3.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	

Agreed actions for the pastoral lead /SLT

Agreed actions for teachers & school staff
Agreed actions for parents/ carer

We agree to follow the strategies, support the sanctions and meet the targets (scholar only) outlined in the Final Review Form and review this in 2 weeks/or longer:

School signature	Scholar	Parent	Date of review *

*Review date must be a minimum of 2 weeks but can be longer