

useful
information
for parents & carers
2024-25



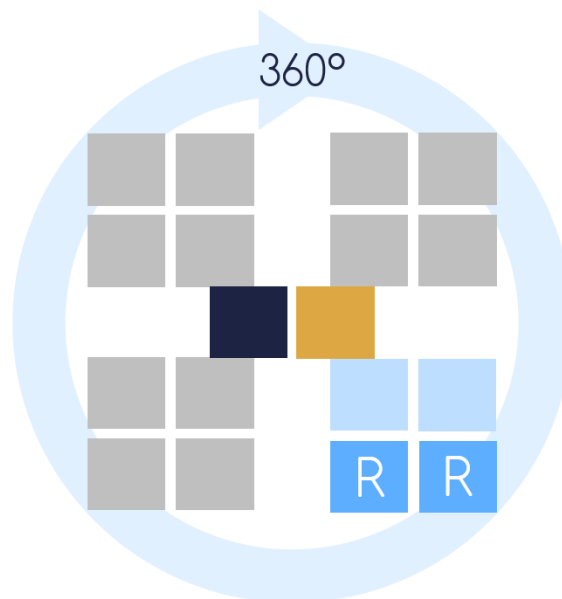
COLLYER'S
Founded in 1532

AN INTRODUCTION TO SIXTH FORM – COLLYER’S 360

Collyer’s provides a fully rounded sixth form experience, designed to equip students with the qualifications, personal qualities and skills they will need to embrace future challenges and achieve their potential. Our approach supports students in developing independence and their ability to manage responsibilities as a young adult, to make a positive contribution to the communities in which they live and work.

As a student within full time sixth form education, all Collyer’s students spend three or sometimes four timetable blocks on their qualification courses. Tutorial, Pro-Study and Weekly Enrichment are allocated around subject blocks. Any remaining timetable sessions are available for private study and small group/individual support. Across the academic year, students will also participate in a range of personal development activities including progression events, guest lectures, workshops, work experience and trips.

Typical study programme



TUTORS

During a student’s time at Collyer’s, their Tutor provides guidance and support through each stage of the sixth form journey. It is crucial that students invest time in developing a good working relationship with their Tutor through consistent attendance and engagement with weekly Tutorial sessions. This enables the Tutor to provide tailored support and ensures the Tutor has a well-rounded picture of their tutees’ personal attributes, experiences and abilities to support progression in the future.

Key elements of a Tutor’s role:

- Provides a first point of contact for concerns about programme of study, progress or wellbeing
- Monitoring and intervention to support attendance, progress and the development of independence
- Guides students in their planning for progression to university, apprenticeships, employment etc.
- Delivers the Tutorial Programme to support wider personal development
- Intervention at Stage 1 to address emerging concerns about attendance and/or progress

TUTORIAL

Tutorial sessions take place once a week with materials available to students on the Tutorial SharePoint. Tutors generally deliver 20-40mins of Tutorial Programme content each week with the remainder of the time used for 1-1 meetings with students. Students are expected to read the weekly news bulletin on SharePoint at the start of the week. The Tutorial Programme’s main strands include developing independent learning, understanding progression routes and coverage of personal development topics such as Relationships, Sex and Health Education, Equality, Diversity and Inclusion, and Education for Safeguarding and Wellbeing. Emphasis on VESPA sixth form mindsets in the Tutorial Programme helps students to develop the Vision, Effort, Systems, Practice and Attitude to study successfully at sixth form college.

HOUSES

There are 7 Houses at Collyer's: Denne, Mercers, Pirie, Richmond, St Leonard's, Whittington and Foundation. Each House is supported and monitored by a Head of House (HoH). A tutor may refer a student to their HoH for support or guidance with more complex issues. HoHs manage Stage 2 intervention to support student progress where there are more significant concerns about attendance and/or progress.

SPECIALIST PASTORAL SUPPORT

Specialist support is available when required from other teams such as Student Services (Attendance Monitoring, Student Financial Support, Safeguarding Referrals, Wellbeing Referrals, Practical Support), the Safeguarding Team, Study Support (Study Skills, Additional Learning Needs, Exam Access Arrangements, EHCP Support), Student Wellbeing (Short Wellbeing Courses, Mindfulness, Counselling) and Progression (UCAS, Apprenticeships and Employment Support, Careers Advice, Work Experience).

TIMETABLE

The timetable has 28 x 65min periods and 2 dedicated enrichment slots in each week. The 28 periods are divided into 7 blocks of time labelled A to G. Most Level 3 subjects (A Levels and Single BTEC) occupy one block of time consisting of four periods. Double BTEC courses occupy 2 blocks and triple BTECs occupy 3 blocks. The number of periods used in a block will vary for other levels of course and activity. Some extra-curricular activities and workshops take place at lunchtime or at the end of the college day.

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:40 – 9:45	F1	A1	G3	C2	B4
2 9:45-10:50	E1	G1	D3	F2	C3
10:50 – 11:10	BREAK	BREAK	BREAK	BREAK	BREAK
3 11:10 – 12:15	E2	G2	D4	F3	C4
4 12:15 – 13:20	C1	B2	A2	G4	N5 ENRICHMENT
5 13:20 – 14:05	L1 LUNCH	L2 LUNCH	L3 LUNCH	L4 LUNCH	L5 LUNCH
6 14:05 – 15:10	D1	B3	A3	E3	F4
7 15:10 – 16:15	B1	D2	N3 ENRICHMENT	A4	E4
8 16.15 onwards	T1	T2	T3	T4	T5

ATTENDANCE

At Collyer's we want all our students to achieve their potential and also to prepare themselves for the next stage of their lives. There is a strong correlation between attendance and punctuality in lessons and achievement. We expect all our students to aim for 100% attendance and punctuality and this will be carefully monitored by subject teachers and personal tutors. We send a weekly absence report to parents/carers (usually on a Monday), if there has been an unreported absence recorded for the previous week. Parents/carers can also check attendance and punctuality using MyStudent and we encourage you to do this on a regular basis during the first term to ensure your young person is settling into good habits.

In September 2023, the DfE published the following guidance on attendance for parents and carers which you may find useful for reference:

- *It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose or sore throat. However, children should not be sent to school if they have a temperature of 38°C or above. The NHS ['Is my child too ill for school?'](#) guidance provides further useful information.*
- *In addition to respiratory illnesses, we are aware that more children may be absent from school due to symptoms of anxiety than before the pandemic. Worry and mild or moderate anxiety, whilst sometimes difficult emotions, can be a normal part of growing up for many children and young people. Being in school can often help alleviate the underlying issues. A prolonged period of absence is likely to heighten a child's anxiety about attending in the future, rather than reduce it. DfE has published useful [guidance on mental health issues affecting a pupil's attendance](#) and those who are experiencing persistent symptoms can be encouraged to access additional support.*

REPORTING ABSENCE

- **Absences should only be reported by parents/carers**, preferably via email absence@collyers.ac.uk or by calling the absence line on 01403 216528.
- **Leave the student's name, tutor and reason for absence.**

Students may not report their own absences, however as a courtesy they should inform their subject teachers and/or tutors via email and must catch up missed work.

GENERAL ABSENCES - EMAIL OR PHONE

General absences include; sickness, hospital and doctor appointments, and emergency dentist appointments, funerals, driving tests and university interviews or open days. Non-emergency dentist appointments will not be authorised and should be booked outside of lesson times.

Parents/carers should inform the College of an absence as early as possible and ideally before the lesson or lessons that will be affected by phoning or emailing as above. For absences of more than one day, a phone call or email each morning will be needed. If a student leaves during the day because they are unwell, parents/carers must confirm they are aware of the absence via the Absence email. Should you be unable to report an absence on the day, then please contact the college within one calendar week (five working days) of the absence. Any queries about the accuracy of registers should be raised by the student with the member of staff concerned.

EXCEPTIONAL ABSENCES - EMAIL OR LETTER ONLY

Exceptional absences include; holidays, family events (e.g. weddings), religious observance, caring emergencies, bereavements (except single day absence for a funeral – see above), sporting events, external exams and all other exceptional requests. Holidays should not be taken in term-time and the dates are available well in advance on the College website.

In all cases parents/carers must request authorisation from the College in advance via email or letter only. Exceptional absences will not be retrospectively approved. Holiday requests will be considered by the Principal. All other exceptional requests will be considered by the Vice Principal (Pastoral).

PROGRESS REVIEW

Progress Review grades are recorded on MyProgress and MyStudent in October (PR1), January (PR2) and March (PR3). Additionally, 1A students receive a fourth set of grades in June (PR4)*. Progress Reviews provide valuable information to help inform target setting, development actions and progression decisions.

Subject	Target	Reviewer	1. October				2. January				3. March				4. June												
			Current1	Estimated1	Effort1	Punctuality1	Current2	Estimated2	Effort2	Punctuality2	Current3	Estimated3	Effort3	Punctuality3	Transfer	UCAS Estimate	Effort4	Practice	Attendance	Punctuality4	Appointments	Mid Year	UCAS	Final			
1st Year Tutorial	X		B	A	2	1	2	100%	100%																		
Business Studies 1A	B	you	B	A	2	2	2			B	A	2	2	2													
Business Studies 1A	B	CXC	C	B	2	1	2	100%	100%	B	B	3	4	2	89%	96%					C	B	3	3	85%	100%	
English Literature 1A	B	you	C	B	2	1	2			C	A	2	2	2							B	A	2	2	2		
English Literature 1A	B	LVA	C	B	2	2	2	75%	100%	C	B	2	2	2	77%	95%					C	B	2	2	2	84%	100%
Psychology 1A	B	you	D	B	2	1	2			D	B	2	2	3							D	B	2	2	3		
Psychology 1A	B	LJL	D	B	2	1	3	100%	100%	C	B	2	2	3	92%	100%					D	B	1	2	3	95%	90%

Performance Grades: A Level (A*-E), BTEC (D*- P), GCSE (9-1), T Level (Yr1: A*-E & Yr2: D*-P)

- Target (expected grade based on prior achievement)
- Current (grade the student is currently working at)
- Estimated (estimate of grade a student should be able to achieve at the end of the course)

***PR4:** Current = For A Level courses the Current Grade at PR4 will be the Transfer Exam result
Estimated = Provisional UCAS Prediction (may change in autumn if performance improves)

Studentship Grades: Outstanding (1), Good (2), Requires Improvement (3), Cause for Concern (4)

- Effort (commitment to study)
Hours per week of independent study per subject including:
 - Teacher directed study - planned study, prep/flipped learning, homework tasks, coursework
 - Student directed study – consolidating learning, revision, research or reading, skills practice, past papers
- Systems (organisation of study)
 - Time Management - punctuality, completing planned study/flipped learning, prioritisation, meeting deadlines
 - Organisation - bringing relevant equipment, books, organisation of notes/files, planning independent study/revision
- Practice (study behaviours)
 - In class – full participation in lessons e.g. engaged listening, asking questions, contributing to discussion
 - Independent Study – practising skills as well as consolidating knowledge, utilising effective study and revision methods, use of subject Teams, SharePoint and other study resources
 - Taking responsibility for learning – embracing challenge, using feedback constructively, seeking help, engaging with support, identifying and avoiding distractions, addressing barriers to learning

Attendance: % of classes attended in period (i.e. Sept-Oct, Nov-Jan, Jan-Mar, Apr-June)

Punctuality: % of classes attended on time in period (i.e. Sept-Oct, Nov-Jan, Jan-Mar, Apr-June)

Appointments: Subject Teacher will tick to indicate if a Parents' Evening appointment is needed

Each **Progress Review** involves the following steps:

Student Self-Assessment - Students self-assess their Performance and Studentship per course.

Teacher Assessment - Teachers record their assessment of Performance and Studentship. Judgements based on evidence from period since the previous PR (beginning of course for 1st PR).

Progress Review Published - Full review visible on MyProgress (students) & MyStudent (parents).

Progress Review Meeting – 'Off-timetable' Progress Review Days follow PR1 and PR2 allowing all students to meet with their Tutor to discuss PR and set Action Plan targets. Further guidance, support or disciplinary intervention is provided where needed get a student back on track. Following PR3 and PR4, 1-1s are arranged within tutorials as needed.

STUDENT CONTRACT & CODE OF CONDUCT

When a student enrolls at Collyer's, a Learning Agreement is created. In accepting the terms of the Learning Agreement, a student agrees to meet the expectations of the Student Contract and to abide by the Student Code of Conduct. The [Student Contract](#) provides a summary of our expectations and explains our approach to managing concerns through clear and timely intervention. We encourage all parents and carers to read the student contract and hope you will work with us where any intervention is put in place to support your young person in meeting college expectations.

INTERVENTION PROCEDURE

First and foremost, we aim to support students to meet college expectations through clear and timely use of intervention to tackle the cause of any concerns. Staff will intervene to support improvements in attendance, punctuality, studentship, behaviour and/or engagement. Reasonable adjustments may be agreed to help a student get back on track after a justifiable absence or a temporary period of difficulty.

Disciplinary sanctions are only used where there has been a serious breach of the Student Code of Conduct (see our [Behaviour Policy and Procedures](#)) or where students fail to engage with intervention and support. Where a student's actions or behaviour lead to risk of, or actual harm, the college [Safeguarding and Child Protection Policy](#) and/or [Fitness to Study Procedure](#) may also apply.

The Intervention & Disciplinary Procedure consists of four stages:

- Stage 0 – Advice and Guidance
- Stage 1 – Emerging Concerns
- Stage 2 – Head of House Concern
- Stage 3 – Formal Intervention and Final Contract
- Stage 4 – Exclusion Hearing

The table below outlines threshold guidance which indicate the level of intervention that might be considered in response to specific concerns. A student may be accelerated immediately to a higher stage of the procedure where there has been a serious breach of the Student Code of Conduct.

Concerns	Stage 1	Stage 2	Stage 3
Attendance	Below 90%	Below 80%	Below 70%
Punctuality	Emerging Pattern of Lateness Late for lessons 2 or more times per week for 2-3 weeks, or has accrued over 60mins of lateness	Persistent/Habitual Lateness Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 1 interventions to improve punctuality	Persistent/Habitual Lateness Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 2 interventions to improve punctuality
Studentship	Average Studentship Grade: 3.0+ Emerging pattern of late submission or non-completion of work	Average Studentship Grade: 3.3+ Persistent late submission or non-completion of work	Average Studentship Grade: 3.6+ Persistent late submission or Non-completion of work
Behaviour	3+ L1 Behaviour Notes	L2 Behaviour Referral - Incident of Serious Misconduct Or failure to respond to Stage 1 interventions to improve behaviour	L3 Behaviour Referral - Incident of Gross Misconduct Or failure to respond to Stage 2 interventions to improve behaviour
Engagement	Failure to engage with subject and/or pastoral support	Failure to engage with Stage 1 intervention and support	Failure to engage with Stage 2 intervention and support

PARENTS EVENINGS

Our autumn term Parent Consultation Evening is 'targeted' and teachers will tick the box in the 'Appointment 1' column to indicate that an appointment is requested. In the Spring, we have a General Parents' Evening when all parents are welcome to make an appointment, but teachers will tick the 'Appointment 2' where an appointment would be particularly welcome. We also have targeted Parents' Evenings in March and June.

FINANCIAL ASSISTANCE

BURSARIES, FREE COLLEGE MEALS & STUDENT TRAVEL AWARD

The Collyer's 16-19 Bursary is designed to help and support any student who faces financial barriers to participation in education, such as costs of books, college equipment or transport. Eligible students must be under 19 on 31 August 2024 and enrolled on a non-fee-paying full-time course at Collyer's. Where a young person turns 19 during their programme of study, they can continue to be supported to the end of the academic year or to the end of their programme of study. There are two types of bursaries available to help students. The Vulnerable Learner Bursary and the Discretionary Bursary.

VULNERABLE LEARNER BURSARY

This will be awarded to Collyer's students in the following categories:

- In care
- Care leavers
- Receiving Income Support or Universal Credit because they are financially supporting themselves.
- Receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIP) in their own right as well as Employment and Support Allowance (ESA) or Universal Credit in their own right.

DISCRETIONARY BURSARY

Students can apply for a Discretionary Bursary if the annual household income does not exceed £36,000. The amount of bursary awarded will be confirmed following your application and is dependent upon funding allocations and the number of applications received. The amount awarded will depend on both the household income and educational need.

FREE COLLEGE MEALS

Students are eligible for Free College Meals if they or their parents are in receipt of one of the following benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – the household income must be less than £7,400 a year (after tax and not including any benefits you get)

COLLYER'S STUDENT TRAVEL AWARD

The Student Travel Award of £150 (£50 a term) is available to students who meet one of the following criteria:

- Live in a BN postcode area
- Live more than 15 miles from the college

The award is subject to excellent attendance. Applications will be processed from September with the first instalment paid before October half term. *The Student Travel Award is not payable to students receiving the Collyer's 16-19 Bursary as their travel costs will be already covered.*

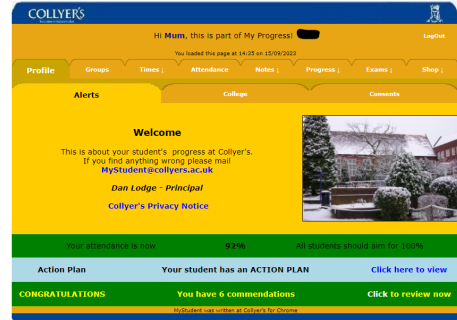
For full information and to apply, please visit: www.collyers.ac.uk/admissions/student-finance/

MyStudent

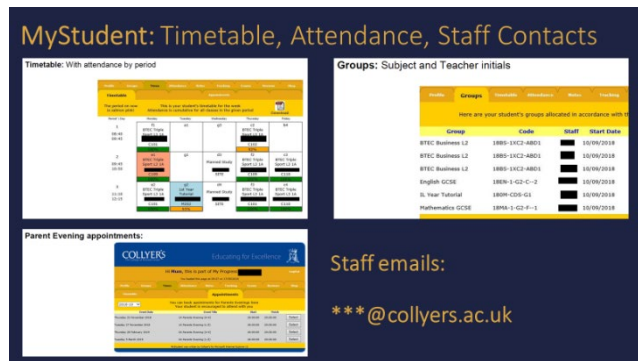
'MyStudent' enables parents and carers to access important information about their young person's progress at college including attendance, punctuality, examination timetable, Progress Reviews (reports) and Action Plans (support targets and disciplinary information). MyStudent is also used to capture parent consent for students to participate in activities where this is required. All parents/carers need register for this service using the link on our website www.collyers.ac.uk/parents-carers/parent-portal/ .

WHAT INFORMATION CAN PARENTS/CARERS ACCESS ON MYSTUDENT?

- College Profile: Tutor & Head of House
- Live Timetable
- Attendance
- Tracking: Progress Reviews & Action Plans
- Exam Timetable
- Details of trips and items for sale or purchased
- Consent for Trips
- Parents Evening Bookings



Guidance is available via the [Parents/Carers](#) section of the college website if you need help to register.



Register by supplying your email address (this must match the email address provided at enrolment), your student's college reference number (beginning SY on ID card) and a familiar name (e.g. Dad) for display.

KEY CONTACTS

- Reporting Absence - absence@collyers.ac.uk
- General Queries - admin@collyers.ac.uk
- Student Services - studentservices@collyers.ac.uk
- IT Access Queries - itsupport@collyers.ac.uk
- Individual Staff (e.g. Tutor) - staff initials followed by @collyers.ac.uk