

HUCKNALL SIXTH FORM CENTRE

Centre Protocols

January 2022



NATIONAL
CHURCH OF ENGLAND
ACADEMY



THE
HOLGATE
— ACADEMY —



Queen
Elizabeth's
— ACADEMY —

Full academy policies can be found at:

Holgate Academy - [Policies - The Holgate Academy \(holgate-ac.org.uk\)](https://holgate-ac.org.uk)

National Church of England Academy - [National Church of England Academy - Policies and Documents \(nationalacademy.org.uk\)](https://nationalacademy.org.uk)

Queen Elizabeth's Academy - [Policies - Queen Elizabeth's Academy \(queenelizabeths-ac.org.uk\)](https://queenelizabeths-ac.org.uk)

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HSFC Admissions Protocol

- Admission to sixth form is open to all applicants meeting the admission criteria and is not restricted to students from the home academies (The Holgate Academy, National Church of England Academy, Queen Elizabeth's Academy).
- The entry criteria for a place in Year 12 is a minimum of 5 grade 5s in relevant subjects.
- Subject criteria will be outlined each year in the prospectus.
- Students who fail to meet the minimum entry requirements for the two year course will have their application considered on an individual basis.
- Applications for in-year admissions will be processed up until 1st October each year. In the event of a place being available it will be offered. If no places are available, the application will be refused and given the right to appeal. Waiting lists are held for in-year applications up until 1st October.
- Students not currently at one of the home academies will be placed on the roll of The Holgate Academy or National Church of England Academy based on a 40:60 ratio.
- National Church of England Academy is a faith school, whilst The Holgate Academy is not. Should being on either Academy roll cause concern to any applicant in respect of this, please discuss at the point of allocation.

HSFC Attendance Protocol

Target – 97%

At The Hucknall Sixth Form we strongly believe that outstanding attendance is vital in ensuring that every student achieves their potential. Therefore a significant amount of time and resources are spent on ensuring students and their families understand the importance of this. Below is an outline of the attendance categories assigned to our students through the weekly monitoring of their attendance. Please note holidays will not be authorised during term time and will count against a student's attendance. **NB:** If a student is absent, reception must be informed by 9am on the morning of the day of absence by a parent/carer.

Green category (Year to date 100%-97%)

- Weekly monitoring of attendance by tutor.
- Attendance data sent home on progress reviews

Amber category (Year to date 96%-91%)

- Meeting with Tutor
- Communication home

Red category (Year to date 90% or less)

- Parental meeting with Head of HSFC / Post 16 leader where applicable
- If there is not an improvement in attendance, a meeting will be arranged with a member of the student's home academy leadership team to review their place in 6th form. This may lead to a student being taken off roll.

Non-attendance for more than 2 weeks without reason given

- A meeting will be arranged with a member of the student's home academy leadership team to review their place in 6th form. This may lead to a student being taken off roll.

Students who miss two consecutive weeks' worth of lessons in a given subject (but whose session attendance is good)

- Communication with home by subject staff / subject leads.
- If no improvement in attendance, a meeting will be arranged with the Head of HSFC / Post 16 leader where applicable.

Role of the student

- Catch up on all work missed due to absence.
- Maintain an attendance figure above 97%

Role of the paren /carer

- Notify reception for any planned absences (e.g. university open days etc.) prior to the event.
- Notify reception by 9am if student is unable to attend Sixth Form due to illness.

Role of the subject teacher/Subject Lead

- Liaise with Tutor and Head of HSFC where a student misses two consecutive weeks' worth of a timetabled lesson (but whose session attendance is good)

Role of the tutor

- To notify tutees weekly of their attendance percentages and any concerns. (Tutors will be provided with attendance data)
- To contact home and meet with students whose attendance falls between 96 and 91%

Role of Head of HSFC (supported by Post 16 leaders where applicable)

- Meet with the students whose attendance falls at or below 90%
- Meet with Parents/ Carers of students whose attendance falls at or below 90%

Role of the Sixth Form Administrators

- Contact home for any students with unexplained absences via email.
- Follow up unexplained absence for the duration of a day or more.

Role of the Home Academy Leadership Team

- Meet with students and parents/carers where attendance has not improved.
- Review the place of a student in sixth form.

HSFC Safeguarding Protocol

- All sixth form staff, regardless of their home academy, will have access to log safeguarding concerns for all HSFC students using the My Concern system.
- All sixth form staff will receive safeguarding training through their home academy.
- All safeguarding referrals will be followed up by DSL's at the home academies, in line with home academy safeguarding policies.
- Poster in all areas of trained designated safeguarding leads.
- Students to be briefed on safeguarding procedures in September of each academic year.
- HSFC safeguarding literature to be given to all visitors.
- All students can self-refer or be referred to a counsellor based at HSFC or the home academies.

HSFC Remote Learning Protocols

- In the event of a full closure, Y12 and Y13 students are expected to attend live lessons with their teachers via Microsoft Teams. They will follow their normal timetable.
- In the event of a partial closure, Y12 and Y13 students will have the opportunity to join the live lesson in school via Microsoft Teams.
- Students and staff will be trained on the use of Microsoft Teams.
- All virtual lessons are to be recorded.
- Remote learning tools will be regularly reviewed.
- Students will be expected to submit work to their teachers (via a method chosen by their teachers).
- Students will receive feedback on work submitted as appropriate.

HSFC Behaviour Protocols

- All students and parents / guardians will sign a Hucknall Sixth Form Centre Learning Contract.
- Breaches of the Hucknall Sixth Form Centre Learning Contract will be dealt with by subject teachers, tutor, Head of HSFC, Home Academy Leadership Team Links and Home Academy Principals as appropriate.
- At HSFC bullying of any form will not be tolerated.
- All reported bullying will be taken seriously.
- Bullying is never acceptable.
- Incidents of bullying will be dealt with by subject teachers and tutors, Head of HSFC, Home Academy Leadership Team links and Home Academy Principals as appropriate. Incidents will be logged at HSFC and in accordance with home academy policies.

Hucknall Sixth Form Centre Learning Contract

Conduct:

- Dress appropriately for studying in a professional business environment.
- Wear identification badges. Report to reception if badge/lanyard forgotten or lost.
- Cover up body art at all times.
- Respect the Christian and inclusive ethos of the Sixth Form.
- Only use mobile phones outside of lessons and screen down in the LRC.
- Look after the buildings making sure they are kept litter free.
- Behave in a mature and responsible manner and act as good role models for younger students.
- Arrive at all lessons and tutor periods on time and fully equipped.
- Keep my exercise books / folders in an orderly manner for inspection at any time.
- Meet all deadlines as agreed with my subject teachers.
- Work in the spirit of cooperation with all staff.
- Respect the right of other students to learn in lessons and when using other sixth form facilities.
- Fully comply with the rules of plagiarism.
- Follow all rules implemented for the Health and Safety of all in the centre.

Programme of Study:

- Academic Programme - Attend all lessons as agreed in my Programme of Study.
- Consider and request any changes to programme of study within the first two weeks of the Autumn term (If/as needed).
- Understand that any subjects being studied in Y12 must be for the full academic year, unless by agreement with Home Academy Leadership and in light of extenuating circumstances.
- Enrichment - Participate in the enrichment programme. Complete a minimum of one week of work experience in Y12.

Progress

- Accept that Y12 courses can only be taken into Y13 if a minimum of an E or Pass grade is achieved at the end of Y12.
- Refrain from engaging in paid work during sixth form hours in line with the Law, and recognise that working for more than 8 hours per week may have an impact on the time I can devote to my academic studies and potential results.

Attendance

- Have an attendance figure of at least 97%.
 - Parent/Carer to notify reception for any planned absence (e.g. University Open Days) prior to the event and notify them by 9am if I am ill.
 - Catch up on any work missed due to absence.
 - Complete all the hours outlined on my study programme.
 - Sign in and out as I arrive at and leave the different sites.
 - Adhere fully to the home study expectations

HSFC Concerns and Complaints Protocols

- Initial or informal concerns can be made either in person, by telephone or in writing to the subject teacher, tutor, Head of HSFC or other appropriate member of staff. A designated member of staff will undertake an initial investigation and decide on appropriate action, sharing the outcome with the concerned party.
- If, through informal means, the complaint has not been resolved, the complaints policy of the Home Academy that the student is on roll with should be followed.

HSFC SEND Protocols

- All students, including external applicants, will be on the roll of one of the three home academies (The Holgate Academy, National Church of England Academy, Queen Elizabeth's Academy).
- The home academy SENCo will hold details of all SEND Support records such as SEND reviews, or alternatives or structured conversations and subject targets for individual students on their home academy roll.
- All sixth form teachers will be kept fully informed of the special educational needs of any students in their charge.
- Home academies will provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Access arrangements will be shared to all staff as appropriate.

HSFC CEIAG Protocols

- HSFC endeavours to meet the requirements of the Gatsby benchmarks.
- All year 12 students will have access to a period of work experience in a placement appropriately health and safety checked by their home academy.
- All year 13 students will have the opportunity to take part in a mock interview.
- During post 16 all students will have access to Careers guidance and support appropriate to their needs.
- Careers advice and guidance will be part of the HSFC enrichment programme.

HSFC Charging Protocols

- Section 457 of the Education Act 1996 required each school governing body to draw up, and keep under review, its policies on charging for school activities and any remission arrangements.
- Legislation under the terms of the Education Act 1996 restricts the types of activity schools are allowed to charge parents for.
- At HSFC we strive:
 - To make activities accessible to all students, regardless of family income.
 - To encourage and promote external activities which give added value to the curriculum.
 - To respond to the wide variations in family income while not placing additional unexpected burdens on an Academy's budget.

HSFC Equality Protocols

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific protected characteristics. A protected characteristic under the act covers the groups listed below:

- age • disability • race • religion and belief • sex (including issues of transgender) • gender reassignment
- sexual orientation • marriage and civil partnership (for employees) • maternity and pregnancy.

HSFC as a whole aims to meet their obligations under the public sector equality duty by having due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between different groups, across all characteristics – between people who share a protected characteristic and people who do not share it

HSFC Curriculum Protocols

- We aim to offer a broad, balanced and rich curriculum that challenges all students
- Our curriculum develops characteristics that enables students to achieve academically and personally - aspiration, resilience, independence, self-motivation, engagement and confidence
- The curriculum offer is regularly reviewed to offer a curriculum that is flexible and responsive to the needs of a range of learners with suitable academic pathways for all students
- Non-qualification hours will enrich the curriculum offer to broaden the experience of all students, including learning beyond the classroom through exposure to different cultures and experiences developing cultural capital
- The impact of the curriculum is monitored and evaluated on an on-going basis, and at key points in the year. Subject staff, subjects leaders, Head of HSFC and Home Academy Leadership Links will respond to key information to support progress
- Prepare students effectively for their next stage of education, training or employment.

HSFC Teaching and Learning Protocols

The HFSC Way

- Ensure that students have their personal targets and review sheet in the front of folders/books.
- Ensure they bring folders / books to every lesson.
- Use data to plan appropriately challenging lessons for every student and use the seating plan to support this (and have this information available for observations).
- Provide a ready to learn or starter activity which students can immediately engage with. This a retrieval activity when appropriate.
- Share learning outcomes (connecting to The Big Picture: prior / future learning).
- Use engaging, differentiated learning activities that reflect learning outcomes.
- Use a range questioning to deepen thinking and questioning strategies to maximise student progress.
- Ensure that transitions are clear and logical, that pace is purposeful and appropriate, and that time reminders are provided.
- Make sure all learners are appropriately challenged and are actively participating int the lesson.
- Chunk the learning to reduce cognitive load – presentation of learning through graphic organisers etc.
- Model (or provide models of) what successful achievement looks like.
- Allow time for you and your students to actively engage with feedback during lessons and respond accordingly.
- Use the Learning Ladder to promote independent learning.
- Ensure homework is set according to the HSFC policy.
- Ensure marking and feedback is provided in line with the HSFC policy.

Feedback

Rationale: The EEF Toolkit lists Feedback as the most impactful part of practice in terms of the ‘potential months of progress’ it can have for students. The EEF states that effective feedback can support 8 months of progress.

It is also a low cost strategy that can be employed in day-to-day teacher practice.

Details from the EEF toolkit are that effective feedback should:

- be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”)
- compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”)
- Encourage and support further effort
- Provide specific guidance on how to improve and not just tell students when they are wrong

Feedback at HSFC

Every student to have at least 5 teacher led pieces of feedback every half term per subject - using DIRT/ feedforward feedback. This should be equally distributed according to teacher ratio and can be completed as class or homework.

This can include:

- Whole class feedback
- Coded feedback
- Marking proformas/Feedforward sheets
- Teacher guided self-assessment (modelling/visualisers)
- Student response should be made clear – e.g. a different coloured pen
- To meet deadlines for marking student submissions (within 2 week of submission)
- Peer and self - assessment should be evident
- Presentation of work should be corrected where appropriate
- Literacy/spelling – 3 corrections per piece of work. Subject specific language should be prioritised
- Teachers should check folders/books where appropriate

NB: For non-examined assessment in APPLIED courses it is acknowledged that exam board protocols will need to be followed and therefore feedback may not be in line with this policy.

Homework

Homework is designed to encourage students to develop the ability to study independently and to take responsibility for learning. They can prepare, practise, consolidate and extend skills.

The setting of homework

- Staff should keep a record of homework set. (Teams)
- Students should make a note of this with clear deadlines for completion.

Types of homework

- Try not set finishing off tasks of work which should have been completed in the lesson.
- When setting an extended piece of work ensure students are set milestone targets.
- The teacher should monitor the quality of work completed at home.
- Ensure homework is accessible for all.

Responses to homework

- Monitor the completion of homework and if not completed sanctions must be issued in accordance with HSFC policy.

Lesson visits at HSFC

Aim

- Increase visibility of home academy LT with students and staff
- Support the QA of HSFC to maintain the highest standards

Formal learning walks

- Led by the HSFC QA team. Current membership is JCN, LET and DLE.
- These are calendared in advance and all 6th form teachers will be aware they are taking place.
- Designated members of home academy LT will support these learning walks. Currently this is (National: KWA, KBO, AHA) and (THA: SHL, RES, HCN).

Informal lesson drop-ins

- Nominated members of home academy leadership teams can informally drop into lessons at anytime. This is currently (National: KWA, AHA, MBR, KBO) (THA: SHL, RES, HCN, MPN)
- Information regarding who the above colleagues are to be made clear to students and staff via notice boards at HSFC (entrance and staffroom)
- The lesson drop ins will be non-judgemental, however significant concerns or strengths will be fed back to home academies if required.

HSFC Intervention Protocols

Review Point Intervention

Intervention for students in Y12 and Y13 following a formal review point.

Green <i>On or above target in all subjects.</i>	<ul style="list-style-type: none"> Letter of Praise sent home from Head of HSFC.
Yellow <i>Below target in one subject.</i>	<ul style="list-style-type: none"> Subject specific intervention. Subjects are to intervene and put in place strategies and measures to ensure that students are working towards their target grades. Subjects are encouraged to record information on SIMS and refer any further issues via the 'stages of intervention system.'
Orange <i>Below target in two subjects.</i>	<ul style="list-style-type: none"> Tutor intervention. Tutor contacts subject teachers. Tutor contact home. Tutorial with student to discuss issues and ways forward. Tutor to suggest strategies for improvement. Tutor to book student into LRC afterschool catchup sessions if required.
Red <i>Below target in three or more subjects. Or any predicted U grades.</i>	<ul style="list-style-type: none"> Head of HSFC intervention. Meeting with Head of HSFC, student and parent/carer to discuss issues and ways forward. Head of HSFC books student into 2 LRC afterschool catchup sessions. Placed on 2 weekly monitoring by Head of HSFC which is reviewed at the end of 6 weeks. Refer to learning mentor if necessary. Contact HOFs if necessary.
Purple <i>Intervention at red level has not been successful. .</i>	<ul style="list-style-type: none"> Home Academy LT 6th form link intervention. Meeting with LT 6th form link, student, and parent/carer to discuss issues and ways forward. Outcomes of meeting recorded in a formal letter written to student and parents/carers following the meeting. Placed on a formal contract if required.

Information regarding which student is on which level is to go out to all HSFC teachers by the Head of HSFC following each review point.

Stages of Intervention

Interventions for Y12 and Y13 students to be used throughout the academic year.

Stage	Trigger	Response	Notes
1 Teacher	Progress issues in subject	<ol style="list-style-type: none"> 1. Teacher 1:1 with student. 2. Teacher reviews progress and puts in place further intervention as appropriate (e.g. target setting sheet) 3. Contact home if no improvement 	Record on SIMS PX as <u>Stage 1</u> sanction
2a Subject Leads / Faculty	Continued academic progress issues in subject that are subject specific. E.g. repeatedly under target on assessments.	<ol style="list-style-type: none"> 1. 1:1 with student and phone call home by Subject Lead 2. Subject intervention strategies employed. 3. Possible meeting with parents/guardians 	Record intervention on SIMS PX as <u>Stage 2a – Intervention Note</u> If student unsuccessful record as <u>Stage 2a – Intervention failed</u>
2b Tutor	Continued progress issues in subject that are not subject specific. E.g. not completing homework, attendance, lack of effort in lessons, pastoral concerns.	<ol style="list-style-type: none"> 1. Tutor 1:1 with student and phone call home. 2. Tutor monitors future achievement/behaviours on SIMS and attendance. 3. Possible meeting with parents/guardians. 	Record intervention on SIMS PX as <u>Stage 2b– Intervention Note</u> If student unsuccessful record as <u>Stage 2b – Intervention failed</u>
3 Head of HSFC	Referral from subject lead or tutor.	<ol style="list-style-type: none"> 1. Head of HSFC contacts home and possibly arranges a meeting. 2. Intervention put in place as appropriate (e.g. LRC study sessions) 3. Student given 2 week notice to improve. 4. Head of HSFC contacts home at the end of the 2 week period. 	Record intervention on SIMS PX as <u>Stage 3– Intervention Note</u> If student unsuccessful record as <u>Stage 3 – Intervention failed</u>
4 Home Academy LT link	Referral from Head of HSFC	<ol style="list-style-type: none"> 1. Meeting with parents/guardians and student. 2. Student given 2 weeks to improve. 3. Student signs a contract for improvement. 4. Parents/guardians contacted at end of 2 week period. If progress has been made student will return to stage 3. 	Record on SIMS PX as <u>Stage 4 Intervention</u>

HSFC: Stages of Reward

Stage	Action	Reward
1 – Teacher/Tutor	<p>HSFC staff to record achievement for students in the following categories: notes can be added at teacher discretion.</p> <ul style="list-style-type: none">• Classwork• Homework• Assignment deadlines met• Super-curricular• Enrichment (<i>this would cover extra-curricular, student leadership, and the HSFC award</i>)• Representing HSFC (<i>this would cover sports, open eves, community work, etc.</i>)• Improved effort/attitude• Helpful• Attendance• Other	Logged on SIMS – Achievement points recorded. Monitored by tutors from weekly reports.
2 - Head of HSFC/Home Academy Post 16 Leads	Accumulation of 30 points	Letter of congratulations home from Head of HSFC.
3 – Home Academy LT	Accumulation of 50 points	Letter of congratulations home from Home Academy LT. Reward Voucher from HSFC Rewards budget.

HSFC Bursary Protocol

- Students wishing to apply for bursary will submit initial bursary application forms.
- Students will then meet with an appropriate member of staff to establish cost of needs.
- From this home academies will coordinate support in kind to cover required resources or cash payment were this is not possible.

The Hucknall Sixth Form: 16 – 19 Bursary Fund Guidance Notes for Students

Introduction

This guide aims to provide information and guidance for 16-19 year old students applying for a Bursary at Hucknall Sixth Form Centre. It details who is eligible for the 16 – 19 Bursary Fund, what support you may be able to receive and how to apply. Please read the information in this leaflet carefully before filling in the application form.

What is the 16 – 19 Bursary Fund?

A key priority for the Government is to close the gap in attainment between those from poorer and more affluent backgrounds and to ensure every young person benefits from a place in 16 – 19 education and training.

What can the bursary allowance be used for?

If your application is approved and you have an allowance from the bursary funding, the balance can be used for the following:

PURCHASE TYPE	CRITERIA
Books & Equipment for school	Must be related to your school studies
Educational school trips	Only applicable for trips arranged by the school
Clothing for school	Must conform to the Post-16 dress guidelines and be purchased in time to wear during the school year.
IT Equipment	Only by prior agreement
Food during the school day	Food & drink purchased from the school canteen
University Interviews	Only by prior agreement
Transport to/from school	By public transport
Subject specific expenses	Only by prior agreement
UCAS Applications	Only by prior agreement

The 16-19 Bursary Fund is a limited fund and home academies will prioritise allocation.

Management of the Bursary Fund

All students are able to apply for the bursary funding and each application is assessed on an individual basis in line with the criteria outlined on the following pages. If eligible, students will have access to a bursary allowance to use for their educational needs. This allowance will be dependent upon the bursary group you are in, the total funding the school receives and the number of applications approved.

The allowance is split into three equal balances, one for each term of the academic year. This ensures that the funding is sufficient to meet educational needs for the entire year. In order to access the funding, students have to complete a claim form. Claim forms can also be obtained from HSFC Reception.

It is essential that students submit receipts for each purchase from the bursary allowance. The school require this for audit purposes and failure to do this will result in no further payments being made.

There are 3 levels of Bursary that can be awarded:

HIGH PRIORITY (Vulnerable Student Bursary)

You could get up to £1,200 if at least one of the following applies:

1. You are in or recently left local authority care.
2. You are in receipt of Income Support or Universal Credit in your name.
3. You are disabled in receipt of both Employment Support Allowance or Universal Credit, and either Disability Living Allowance or Personal Independence payments in your name.

MEDIUM PRIORITY (Discretionary Bursary)

Available to students who are currently receiving free school meals.

LOW PRIORITY (Discretionary Bursary)

Students living in a home where there is a gross annual household income of between £16,190 and £31,500. (proof of income must accompany the application e.g. P60 or wage slip/s which states the annual household income, see application form for list of evidence required).

Fraudulent Claims

We must protect funds from the possibility of fraudulent claims. We ask for detailed information and may invite applicants for interview so we can distribute funds fairly. If your claim is considered fraudulent during our spot checks or auditing processes, we may request that the money awarded to you is repaid in full. If you fail to repay your award, we may take court action.

Appeals and complaints

If your application is unsuccessful you have the right to appeal against the decision; you may also appeal about the amount or type of award by writing to the Finance Manager at the appropriate home academy. Your letter should clearly state why you feel the award should be reconsidered. You may be invited to provide additional information or invited to discuss your individual circumstances as part of your appeal.