



Managing Academic Progress Policy

Related Documents Include:

- Introduction to the Academic Courses Offered at the Abbey College
- Examinations Policy
- Academic Staff Handbook
- Course Overviews
- Schemes of Work

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- The next official date for review is **November 2024**.

Introduction

Prior to arrival students complete an English test, this scanned and marked by the college and retained for. In addition a skype interview is completed to more effectively assess their listening, comprehension and speaking levels in English. For NQF level 3 foundation courses an IELTS of greater than or equal to 5.5 is required.

Upon arrival at the College all students complete an English test, and if appropriate, a Maths and/or Science test. These results are discussed and the student is counselled onto the correct course. Sometimes, if a student's level of English is below the required level, the student may be counselled on to an intensive English course.

Emphasis is placed on continuous assessment in all subjects. The school's assessment policy aims to provide guidelines for students to recognize how well they are doing in each subject, where their strengths and weaknesses lay, and what they need to do in the future to make better progress. This is particularly true in courses which culminate in public examination.

The students' work is continually assessed and includes:

- Written work completed in class (this is incorporated into the course Schemes of Work)
- AFL – Assessment for Learning, answering verbal questions in class
- Written work completed outside of class, including homework and out of class study
- Tests completed in class
- Mid and End of term examinations

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Communicating Progress to Students and Parents

This is done both formally and informally and will involve class teachers and the Principal.

Informal methods are perhaps the most frequently used as a result of the relatively small class sizes.

Three times per year subject teachers complete individual student reports.

Grades are given as follows:

- **Excellent** = consistently meets expectations
- **Good** = often meets expectations
- **Satisfactory** = often does not meet expectations
- **Unsatisfactory** = rarely meets expectations
- **Poor** = very rarely meets expectations

Subject teachers also specify what the student needs to do to improve. There are recorded in student files on a student target sheet

Students discuss these reports with a specified member of staff and they are monitored throughout the term.

Examinations

All students complete mid and end of term examinations in all of their subjects (with the exception of Study Skills, Art, Citizenship and PSHEE).

If a student underperforms in a mid-term test, the subject teacher should arrange a **resit** of the examination. Mid-term exams results are discussed in departmental and Senior Academic Management meetings.

After the end of term exams examination class students (G2, A Level and Foundation) attend feedback sessions with their subject teachers before the end of each term in order to go over their examination paper, see what they did well in, and also become aware of areas they need to focus on and set targets for improvement during the end of term break.

This is a very important part of the learning process so all students are expected to attend.

Before an examination paper is given to the Exams Officer it should have been approved by the relevant Head of Department.

Managing Poor Performance

If a student is underachieving in a subject, the reason for this has to be identified and dealt with.

If the student has the ability but is not working hard enough, the teacher should take the relevant disciplinary action to change this; this includes progressing through the four-stage discipline system.

The teachers should also ensure that any work accepted from a student is of the required quality. Inadequate work should be returned to the students and they should be asked to repeat the work.

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If the student is academically less able than the other students, the teacher will be asked to provide differentiated work and their family may be approached to organize additional tuition.

The student's tutor will also discuss progress and performance, setting targets for improvement. The discussions will be based on feedback from a student's class teachers, welfare, activities and any other source of information e.g. parents.

Progression between Intensive EAY and an Academic Course

Students who have been counselled onto an intensive English course due to a low language level are encouraged to work hard in order to progress as quickly as possible. When their teachers feel they are ready to progress onto an academic course the student is asked to attend some academic classes as an 'observer', during which the academic teachers can assess their language level. The final decision made about the change in courses is made during the weekly General Staff Meeting.

Student Meetings

All students sitting public examinations have meetings with the Director of Academic Studies and/or Principal to discuss their predicted grades and their progress on the course.

Communication Between Departments

Staff informally discuss the progress of students both in the staff room and the dining room. If a member of staff has a concern about a student, they should formally mention it in either a department or the weekly General Staff Meeting, which is also attended by the Head of Welfare and the Director of Student Experience, who also provide support.

English Language Tests

The majority of Abbey College students sit an EFL examination before the end of the academic year.

- For the G1, and some EAY students, this exam is usually the Trinity ESE/Cambridge PET exam.
- The AS students usually sit the or the IELTS exam.
- All A2 and Foundation students require at least a 6.5 grade in the IELTS exam.
- To join, a foundation course student must have a minimum of 5 IELTS.

Several exams are held in external centres throughout the year, the College arranges transport and supervision for this.

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