



The Performance Consequence System

In order to maintain a system that is supportive toward students, the sixth form staff and management team employ a performance consequence system.

Monitoring of students in relation to the performance consequence system is carried out by the Deputy Heads of Sixth Form on a weekly basis. Students with particular personal, social or learning requirements will be further supported through intervention programmes run by the Post 16 Provision Coordinator.

The **Performance Consequence System** operates as a staged intervention system. The stages are as follows:

Stage 1 Subject staff will raise concerns about quality of work, meeting deadlines or behaviour in lessons with the student. Student and staff agree a way forward/deadline.

Stage 2 Subject staff refer their concerns to sixth form staff for guidance and \ or support in dealing with their concerns. Student will receive a Performance Improvement Plan and may be invited to attend supervised study sessions. This stage may include contact with parents \ carers.

Stage 3 If students do not respond to guidance at stages 1 or 2, sixth form staff will contact parents \ carers to raise ongoing concerns about quality of work, meeting deadlines, behaviour in lessons or attendance. Student will receive a further Performance Improvement Plan.

Stage 4 If there is no improvement from stage 3, the Head of Sixth Form or Deputy Head of Sixth Form will invite parents \ carers to college to discuss the lack of progress. Targets for improvement and a review date will be agreed during the meeting.

Stage 5 The student may be withdrawn from their exams if he or she fails to meet the targets agreed at stage 4.

Sixth form staff will raise concerns about attendance with the student, directly or via form tutors. Incidents of poor behaviour will be referred directly to the Head of Sixth Form who will decide, in consultation with senior colleagues, how best to proceed. This could include stages 4 or 5.

Through the Performance Consequence System students also have the opportunity for their positive work ethic, conduct and contribution to be officially recognised and praised. All praise slips submitted by staff are entered into the Praise Prize Draw every half term where students can win a variety of prizes. The draw takes place during a fun celebration assembly.

Performance Consequence System | Futures are made in the Present

Each time a student receives a praise slip they will automatically be entered for the half-termly praise prize draw





Performance Improvement Plans (PIPs) are used to support students to make progress on subject specific concerns or underperformance. They may be issued as part of the Performance Consequence System or following Performance Reviews. The procedure for using a PIP is for students to discuss with teacher(s) what their specific targets are. Quality assurance is managed by Sixth Form tutors to ensure that each target is **SMART**.

S= Specific (rather than vague)

M= Measurable (as opposed to intangible)

A= Achievable (as opposed to over ambitious)

R= Relevant (as opposed to inconsequential)

T= Time Bonded (By)

Teachers write targets as an intervention on a student's file on SIMs. Students may be referred to supervised study sessions to make progress on their targets.

Subject teacher(s) will assess how well students have achieved these targets.

The intervention file and targets are checked by form tutors.