



Leigh Academy
Strood

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Sixth Form Standards and Expectations

Academic year 2025/26

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Introduction

This document is written in collaboration with the whole academy behaviour policy. We expect the highest standards of conduct from our Sixth Form students to ensure they are ambassadors for the academy; these standards and expectations are to be upheld, not only during lessons, but also during their study time with the expectation students independently study, extend and consolidate their learning in the dedicated study space. As young adults, our Sixth Form students are trusted with a number of freedoms and responsibilities that students in the main academy do not.

Behaviour for Learning Expectations

The Sixth Form, Atlas College, is part of the academy community and as such is expected to follow the code of conduct. This involves the expectations and an understanding of the whole academy behaviour policy that are at the disposal of the staff, SLT, and the Principal of Leigh Academy Strood. Students' conduct will continually be reviewed; failure to meet academy expectations may result in students being placed on the Sixth Form disciplinary proceedings (appendix 1).

Attendance and Punctuality

Attendance and punctuality at Leigh Academy Strood are vital to the well-being and future prospects of all our students. All staff, parents, students, carers and external agencies are expected to work towards the common goal of high attendance and excellent punctuality. It is important to note that attendance and punctuality are important parts of onward references.

Interventions for Attendance and Punctuality

The Director of Sixth Form and college teams for Sixth Form, monitor attendance and punctuality daily. Unauthorised absence will result in students being placed on a phased intervention to support their improvement in attending (appendix 2). Students whose attendance falls below 95% could be asked to pay for their examination entries, as in accordance with Department of Education guidance.

All students are expected to be prompt to period one (form time) and to all lessons, including study periods. The academy day starts with students arriving by 8.30 and form time starts promptly at 8.35am. All Sixth Form students are expected in period 1 by 8:35am. If a student is late to tutor or lessons then the following is implemented:

- 30 minute detention issued for three lates.
- one hour detention if a student continues to be late after the initial 30 minute detention.
- At the beginning of each Module, this is reset to allow students the opportunity to be successful.

Leave of Absence

A leave of absence can be granted only at the discretion of the Principal and will be processed through the Attendance officer as it is within the whole academy. The Sixth Form does not encourage or support any holidays during term time but will consider a leave of absence on compassionate grounds upon request. Each request will be considered individually taking into account: the time of year, overall attendance percentages and the student's progress. If the Sixth Form does not agree to the request, then the absence will be recorded as unauthorised. If the leave of absence involves any travel arrangement, these must not be booked until permission is granted. The leave of absence application form (available from attendance upon parental/carer request) must be requested in writing to the member of the Senior Leadership Team who oversees attendance. An email of approval (or an email stating the request is not approved) will then be sent to the student and parent/carer clearly stipulating that approval is only given in these exceptional circumstances and that no further requests will be considered.

Truancy

Students must attend every time tabled session including study periods. Truancy will trigger a day in the Internal Engagement Room with a one hour detention, inline with the whole academy behaviour policy.

Admission to courses and monitoring progress

Students are expected to produce work to the best of their ability and to use their independent study time fully to prepare and engage in their studies. The academy has high expectations of the students and expects them to achieve in all their selected subjects.

Should leave Leigh Academy Strood Sixth Form with the right qualifications to allow them to progress successfully to university placements, apprenticeships, and employment.

Admission to Sixth Form

A student's potential to succeed on Level 3 courses is assessed by the following:

- The entry criteria for individual courses is published in advance of students making an application to Leigh Academy Strood Sixth Form and should be met in order to secure a place at the academy.
- The entry criteria is reviewed annually by the Director of Sixth Form in September in conjunction with subject leads, post 16 provisions and government guidance.
- Exceptions to this can only be made in extenuating circumstances. In these cases students will have a trial period on that course to establish whether they should be given a special dispensation. Any such arrangements must be agreed with the Principal, the Director of Sixth Form, and communicated with parents in writing with a review date.
- The students likely outcome is estimated using a national dataset and their GCSE average points score to set a target grade. Academic and pastoral guidance will be given to students to ensure they are aware of the potential outcomes of their chosen courses based on their prior attainment.

Assessment through courses

Progress of students will be monitored with regular assessments in line with the whole academy's policy. This assessment will be marked by the subject teacher with feedback given to the student on how to improve; these assessments will be kept by the subject teacher in the form of an assessment folder, which may be digital inline with our [assessment policy](#).

Parents/carers will receive a progress report containing the student's current grade, predicted grade, and their target grade.

Academic Routes

Assessments must take the form of past paper questions pertinent to the course content covered to date which are sat under exam conditions. The time allowed should reflect pro-rata the time expected for the number of marks available, and the exam should be marked using the exam board mark scheme. The assessment outcome will be the current grade, which will inform the predicted grade. A sample of moderation exam papers should be made available at meetings with the Director of Sixth Form and/or the Vice Principal or the Principal to aid the quality assurance process.

Vocational Routes

For BTEC courses, the current grade is determined by tasks that have been completed to date, and, if relevant, examination components. Where possible these tasks and units should be internally verified prior to being awarded as the current grade for that term. This will also assist in informing the predicted grade.

IBCP

For the CP courses, the current grade is determined by tasks that have been completed to date, and, if relevant, examination components. Where possible these tasks and units should be internally verified prior to being awarded as the current grade for that term. This will also assist in informing the predicted grade.

For the IB courses, assessments must take the form of past paper questions pertinent to the course content covered to date which are sat under exam conditions. The time allowed should reflect pro-rata the time expected for the number of marks available, and the exam should be marked using the exam board mark scheme. The assessment outcome will be the current grade, which will inform the predicted grade. A sample of moderation exam papers should be made available at meetings with the Director of Sixth Form and/or the Vice Principal or the Principal to aid the quality assurance process.

Resits

For resits in Maths and English, the current grade will be determined from past paper questions, which will also be used to inform the predicted grade.

Subject Leaders

Subject leaders are expected to be fully up to date with previous examiner reports, the specification, and mark schemes in order to make sure that accurate grades are produced. If appropriate, moderators' reports for coursework should also be taken into account when

revising delivery of the curriculum to students and such coursework may inform the predicted grade.

Academic Progress and 2nd Year Progression

All Level 3 courses run for two years and students are entitled to complete their programme of study, except where behaviour and/or progress related issues make it necessary for the student to be excluded.

At the end of the first year, discussions will take place between the Director of Sixth Form and individual students to address any concerns related to courses and behaviour expectations to ensure support is in place for individuals if concerns have not already been addressed throughout the year. This may result in the student repeating Year 12.

Aims:

- To ensure that all interested groups have an accurate overview of current level of attainment at any time throughout a course.
- To allow the current level of attainment to be judged in relation to a predetermined and agreed target.
- To ensure that if there is underachievement then this is flagged up at the earliest possible time.
- To support the students in trying to bridge the gap between current level of attainment and target grade.
- To empower the class teacher to offer in-depth, quality support to the students, thus maximising the chances of achieving/surpassing target grades.

Monitoring:

- Monitoring of students in Sixth Form will be continuous throughout the 2 years.
- The data manager will ensure that departments have support in using the data and ensure that any department not entering data is held to account.
- All students will have their targets/subjects logged on Bromcom. Subject areas are committed to entering current and predicted grades onto the system according to the published calendar during the data drop week.
- The Director of Sixth Form will monitor the overall pattern of progress for year groups and specific cohorts.
- Tutors will use progress reports to inform one to one discussions during form time.
- Parents will receive a copy of the progress report according to the published schedule.

Appendix 1:

Behaviour Policy

In addition to following the whole academy Behaviour Policy, the stages of the Sixth Form behaviour policy will be initiated at the discretion of the senior leadership team and may not necessarily follow all four stages.

Stage 1

Verbal Warning will be issued for the following, but not limited to:

- Reaching phase 2 of the attendance policy and/or persistent lateness to lessons and/or academy.
- Defiance to staff (relating to both conduct and/or academic instructions).
- Truancy/leaving site without permission sign out.
- Repeatedly failing to hand in homework/complete independent study on time.
- Abuse of/inappropriate use of technology.
- Persistent inappropriate dress.
- Abusive language towards fellow students.
- Failure to maintain appropriate learning behaviour in lessons.
- Inappropriate use of AI.

A meeting will be held between the student and the Director of Sixth Form. Parents are informed via telephone. Targets for improvement are set; progress is monitored informally for at least one half term.

Stage 2

Students will be served a written warning in the event of continued defiance of academy rules as above and/or for:

- Theft.
- Vandalism.
- Bullying.
- Aggressive behaviour.
- Bringing the academy into disrepute.
- Failure to achieve targets set on the verbal warning.

A meeting will be held with the student, Director of Sixth Form, and parents and a written warning letter is issued. Targets for improvement are set and confirmed in this letter. Weekly monitoring meetings take place for at least one half term with the post 16 team and student to monitor progress towards targets. Progress is reported home at least every two weeks in relation to the targets. Failure to engage in this process or continued defiance after the written warning will see the student progress to the final stage of the behaviour policy.

Stage 3

Students will be issued a final warning in the event of:

- Recurrence of any of the above including continual low level disruption to learning and defiance of academy rules.
- Serious or repeated theft or vandalism.
- Violent behaviour.
- Failure to achieve the targets set from the verbal or written warning.

A final meeting will be held between the student, student's parents/carers, and the Principal/Vice Principal for Post 16.

Stage 4

Students will have their place in our post 16 provision withdrawn (a permanent exclusion) for:

- Being in possession of an offensive weapon.
- Being in possession of, supplying or selling banned substances on site.
- Serious and ongoing bullying, including cyber bullying.
- Serious assault on a student.
- Physical assault on a member of staff and/or verbally or physically threatening a member of staff or, in extreme circumstances linked with ongoing bullying, a student.
- Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media'.
- Misuse of the academy's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students.
- Bringing a dangerous and threatening situation to the academy e.g. coordinating other people to attend the academy or its local area for the purpose of causing confrontation with other members of the academy community.
- Extreme behaviour on the way to and from the academy or in the community outside of academy hours which brings the academy into disrepute e.g. involvement in the selling or distribution of banned substances; involvement in violent criminal activity; fighting that creates dangerous unsafe situations for other members of the academy community.
- Making serious false allegations against a member of staff.
- Serious abuse or misuse of the academy's IT systems e.g. distributing pornographic materials, hacking into restricted areas.
- Serious breach of GDPR by sharing data of other members of the academy community without permission, including inappropriate images.
- Extremely serious damage to academy property or building.
- Sexual or indecent assault.

Please note: Any issues relating to behaviour of students/staff, other than those mentioned above, will follow the whole academy behaviour policy.

Appendix 2:

Phase 1 - initial absence

Day 1 of absence

Each academy day morning:

- Member of the sixth form team to check the AM attendance by 9:00am each day.
All students must be registered for their lesson.
- This will identify any student within the sixth form who has not reported their absence or who has not registered their attendance period 1.
- A phone call home will be made to discuss the absence.

Day 2 of Absence

- A call to all absences by a member of the Sixth Form team.

Day 3 of Absence

- A call to all absences by a member of the Sixth Form team.
- A home visit conducted by the Family Liaison Officer if there has been no communication or evidence of illness.

Phase 2 - repeated absence

- With 6 unauthorised sessions (3 days) per term phase 2 is triggered (within a 6 week period).
- *Nb - unauthorised absences would be unexplained absence with no evidence etc.*
- Head of Pastoral to meet with the student to discuss absence.
- Head of Pastoral to call home.
- A letter to be sent home outlining attendance concerns.

Phase 3 - repeated absence

- Persistent issues - report to the Deputy Director of Sixth Form who will host a parental meeting.
- Meeting to set targets and review date(s) and issue Verbal Warning.

Phase 4 - repeated absence

- Further issues - report to the Director of Sixth Form.
- Principal informed.

Phase 5 - repeated absence

- If attendance concerns continue a meeting with the Deputy Principal is held where a final warning is given.

Appendix 3:

Stages of Support and Intervention

Stage 1- Subject teacher intervention

- Intervention is put in place within the curriculum area. Subject teachers will monitor and report the impact of Stage 1 intervention to the Head of Department.
- The tutor and Sixth Form team have the role of supporting the curriculum areas with intervention.
- Review meeting set

Strategies:

- Class teacher to set targets for the student to work towards.
- Parents/carers informed

Stage 2 – Deputy Director of Sixth Form and Subject Leader intervention

If a student does not respond to Stage 1 Intervention, then they move onto Stage 2. The Deputy Director of Sixth Form and Head of Department will be involved at this stage to put

intervention in place to support the student and ensure that parents/carers are informed and a meeting is arranged to discuss the issue.

Strategies:

- Meeting with parents.
- Extra time agreed to catch up with any outstanding work before the review meeting.
- Subject report.
- Review meeting set.

Stage 3 – Director of Sixth Form intervention

If a student does not respond to Stage 2 intervention, at any time before the review date or following an unsuccessful review, then a meeting with the Director of Sixth Form and parents/carers is set in order to determine further support.

Strategies:

- Meeting with parents.
- Further targets set.
- Review date set.
- Timetable reviewed.
- Failure to meet targets will result in a written final warning.

Students who continue to not meet the set targets after a final written warning may result in repeating Year 12.

Any appeals to decisions of the Director of Sixth Form must be made to the Deputy Principal who oversees Sixth Form who will consult with the Principal. The outcome from this decision will be final.