

useful
information
for parents



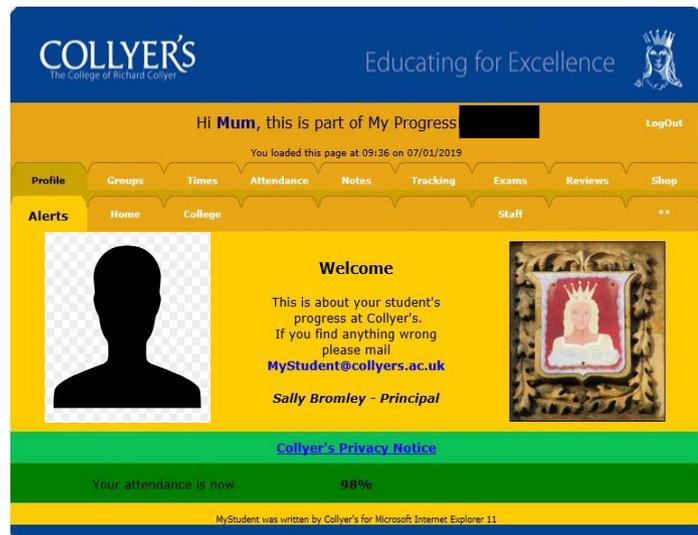
COLLYER'S
Founded in 1532

My Student

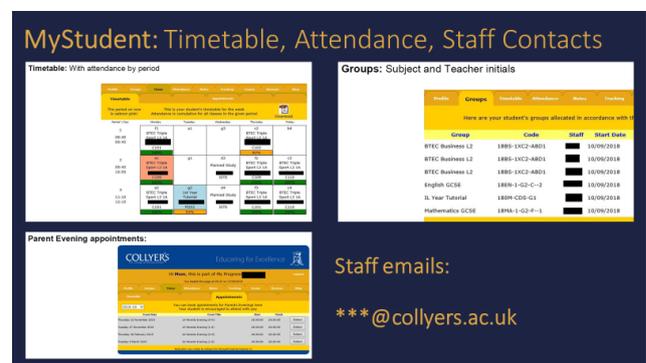
Our partnership with parents and carers plays a very important role in supporting students to achieve their full potential. **We encourage you to register for MyStudent** so that you can be aware of attendance and progress in order help your student make a successful transition to sixth form study.

What information can parents/carers access on MyStudent?

- Home Profile - you can check we have accurate details of address and phone number
- Teaching Groups
- Timetable
- Attendance
- Action Plans
- Tracking: Progress Reviews
- Exam Timetable
- Details of trips and items for sale or purchased



To access **MyStudent** log in go to the College website: www.collyers.ac.uk and choose **MyCollyer's > MyStudent**. You can access a guidance leaflet via the [Parents/Carers tab](#) if you need help to register.



Register by supplying the email address originally given to us as your student's 'primary contact', your student's college reference number (beginning SY on their ID card) and a familiar name (e.g. Dad) for display.

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. It is clear that 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.

Reporting Absence

Absences should only be reported by parents/carers via email

absence@collyers.ac.uk or by calling the Absence Line on 01403 216528.

Students may not report their own absences, however as a courtesy they can 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, the parent/carer must confirm this via the Absence Line.

Should you be unable to authorise 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 Reviews are recorded on MyProgress in November, January and March. The review provides valuable information for students, staff and parents, to help inform target setting and development actions.

Each subject provides a record of the following on MyProgress:

Performance Grades

A*-E for A Levels, 9-1 for GCSEs or D*- P for BTECs

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

Studentship Grades

1= outstanding, 2= good, 3= requires improvement, 4= serious cause for concern

- 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, meeting deadlines
 - Organisation - bringing relevant equipment, notes, books, organisation of notes/files, prioritisation and planning of independent study/revision timetable
- 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 methods, use of subject SharePoint and other study resources
 - Taking responsibility for learning – addressing problems, seeking help, using feedback constructively, attending subject workshops/study support/library sessions, identifying and avoiding distractions/barriers to learning

Attendance

Percentage of classes attended in period (i.e. Sept-Oct, Nov-Jan, Jan-March)

Punctuality

Percentage of classes attended on time in period (i.e. Sept-Oct, Nov-Jan, Jan-March)

Progress Review

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

1. Student Self-Assessment

Students record an assessment of their own Performance and Studentship for each of their courses, on MyProgress. When allocating their Performance grades, students should consider the work they have completed in recent weeks for each subject. Course SharePointS will provide subject specific criteria for Studentship grades.

print version		Standard9	2019	Progress Reviews												Session Category	?	i													
		theme	course year	way below target			below target			on target or better						key	guide														
click to give your own review:		1. October			2. January			3. March																							
earliest date for your review:		12/10/2020 08:40			10/12/2020 08:30			08/03/2021 08:40																							
date staff reviews are revealed:		03/11/2020 17:00			11/01/2021 17:00			22/03/2021 17:00																							
<input checked="" type="checkbox"/> If an Appointment is checked see the teacher to book a place at the next parental review meeting																															
Subject	Target	Reviewer	Current1	Estimate1	Effort1	Systems1	Practice1	Attendance1	Punctuality1	Appointment1	Current2	Estimate2	Effort2	Systems2	Practice2	Attendance2	Punctuality2	Appointment2	Current3	Estimate3	Effort3	Systems3	Practice3	Attendance3	Punctuality3	Appointment3	Transfer/CA6	UCAS	Final		
1st Year Tutorial	X							100%	100%																						
Business Studies 1A	B	you	B	B	2	2	2				B	A	1	2	2															C	B
Business Studies 1A	B	ACK	C	B	1	1	1	92%	100%	<input type="checkbox"/>	C	B	1	2	1	79%	100%	<input type="checkbox"/>												C	B
Environmental Science 1A	C	you	C	C	2	2	2				B	A	1	2	1							B	C	1	2	2				D	C
Environmental Science 1A	C	MDT	C	C	1	2	2	93%	100%	<input type="checkbox"/>	D	C	2	2	2	74%	100%	<input type="checkbox"/>												D	C
Geology 1A	B	you	C	B	2	2	3				C	B	2	2	1							C	C	1	2	2				C	B
Geology 1A	B	IDC	C	B	1	1	1	93%	100%	<input type="checkbox"/>	D	C	1	1	1	77%	100%	<input type="checkbox"/>												C	B

2. Teacher Assessment

Teachers record their assessment of Performance and Studentship. The evidence on which to base judgements comes from the period since the previous Progress Review (or the beginning of the academic year for the October Progress Review).

3. Progress Review Published

The Teacher review will be visible to students on MyProgress and parents on MyStudent. In preparation for the Progress Review Meeting, students will be required to reflect upon the teacher report and where needed, create a student-initiated Action Plan.

4. Progress Review Meeting

During the Progress Review Meeting, tutors will discuss the student self-assessment, teacher assessment and any Action Plan targets set in response. Further guidance, support or disciplinary intervention will be provided where it is needed to help a student get back on track. This may involve referral to the HoH for the Progress Review Meeting.

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.

Student Action Plans

Collyer's ACTION PLAN referral process is designed to ensure students receive the support they need to meet their full potential during their studies.

The process involves:

- identifying concerns
- creating targets
- reviewing targets
- referring concerns onto the next stage if an ACTION PLAN isn't working

Parents can view ACTION PLANS on MyStudent under the Notes tab. We aim to make targets SMART (Specific, Measurable, Achievable, Relevant, Time-Bound), so a deadline will be set to review each target and students will be expected to add their own review of their progress by the deadline. Staff may also add a review comment if appropriate.

Stage 0 - SUPPORT PLAN

A student who is successfully managing their studies may not need an ACTION PLAN, although it is likely that they will have their own effective systems for organising their studies. A student may choose to create a **SUPPORT PLAN (BLUE)** to help manage their workload effectively. This would be an INFORMAL or NON-DISCIPLINARY ACTION PLAN and would only involve staff if a student requested or needed support. If a student initiates their own action plan it should be viewed positively, as they are taking steps to organise their own learning. Subject Teachers or the Tutor may become involved in SUPPORT PLAN target setting to provide guidance and direction.

Stage 1 - TUTOR CONCERN

If a student fails to respond to targets set by staff or a teacher begins to have concerns about a student's study habits or behaviour, they will be referred to their tutor. Their ACTION PLAN may be escalated to **Stage 1 (GREEN)** which indicates that the college is now concerned about progress. FORMAL ACTION PLANS are linked to the Disciplinary Policy & Procedure (published on the college website). Parents/carers will be notified when an ACTION PLAN is elevated to **Stage 1 Disciplinary (Tutor Concern)**. If the student does not respond to the targets, the tutor will refer the ACTION PLAN to the Head of House (HoH).

Stage 2 - HEAD OF HOUSE WARNING

Heads of House will contact parents/carers if an ACTION PLAN is elevated to **Stage 2 (YELLOW)**. The HoH will discuss concerns with the student and identify any mitigating circumstances to determine whether the ACTION PLAN is **Stage 2: Disciplinary** or **Stage 2: Fitness to Study (FTS)**. If the student has mitigating circumstances affecting their attendance or approach to study, the HoH may put additional support or reasonable adjustments in place, alongside targets. The HoH will agree pastoral targets with the student and set a review date. If the student does not respond to targets, the HoH will refer Disciplinary ACTION PLANS to the Vice Principal (Student Support) or FTS ACTION PLANS to the Director of Study Support & Student Wellbeing.

Stage 3 - VICE PRINCIPAL WARNING

At **Stage 3: Disciplinary (RED)** parents/carers will be invited to attend a meeting with the Vice Principal and Director of Student Engagement, a Stage 3 Warning will be issued and the student will lose exam entry status. This means that the student will be withdrawn from all exams (internal and external), until the student has earned back their right to be entered through successful completion of an agreed ACTION PLAN.

Stage 3 - FITNESS TO STUDY ACTION PLAN

At **Stage 3: FTS (PINK)** the formal FITNESS TO STUDY Procedure is initiated by a meeting between the Director of Student Support, student and parents/carers. Barriers to study will be considered and reasonable adjustments agreed alongside targets. Exam entry status will be reviewed.

Stage 4 – Exclusion Hearing or Withdrawal Meeting

Failure to meet targets at Stage 3 will result in referral to Stage 4: Exclusion Hearing (Disciplinary) with the Principal or Stage 4: Withdrawal Meeting (FTS) with the Vice Principal.

Student Code of Conduct, Disciplinary Policy & Procedure are published in full on college website. NB: A student may be placed directly on a higher stage action plan for issues of misconduct.

Weekly Timetable

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	Enrichment	
5 13:20 – 14:05	Lunch	Lunch	Lunch	Lunch	Lunch	
6 14:05 – 15:10	D1	B3	A3	Sport & Rec.	E3	F4
7 15:10 – 16:15	B1	D2	Meeting		A4	E4
16:15 – 17:15				Meeting		



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