



OXFORD
SIXTH FORM COLLEGE

TUTORS' GUIDE

2020 - 2021



INTRODUCTION

Oxford Sixth Form College was established as an independent tutorial college in 1988 and since 2010 has been a part of the Oxford International Education Group (OIEG) (www.oxfordinternational.com).

The College is registered with the Department for Education as a 15-19 independent boarding school and is thus inspected regularly by Ofsted. The College is registered with and licensed by the UKVI to sponsor migrant students under Tier 4. The College is also a member of the Independent Schools Association (ISA), CIFE (www.cife.org.uk), a professional association of independent sixth form colleges and the Boarding Schools' Association (BSA).

The governance of the College is provided by a body consisting of a representative of the proprietor of OEIG and members of the OIEG Executive Board; collectively known as the Governing Body.

The College is run day-to-day by the Senior Management Team (SMT):

- Principal, responsible for overall strategy and non-academic administration and university guidance
- Assistant Principal Academic (APA), responsible for teaching and learning and academic administration
- Assistant Principal – Pastoral and Boarding (APPB) is responsible for student welfare, accommodation and pastoral support

The College focuses on two-year and one year programmes: A-Level; BTEC Business; and the International Foundation Year (IFY) in Business, Science & Engineering, that prepare students for entry to university but also offers programmes encompassing One Year GCSE; a Pre-A-Level Academic Preparation (APP) course and Easter Revision courses.

The College is non-selective; a rigid number of GCSES at GCSE grade B/6 or above are not required for admission to the A-Level and BTEC programmes. The past and intended studies and achievements of each applicant to the College is considered carefully. We teach in small groups, with a maximum of six students in an A-level class and ten students in other classes, to give all students the best possible chance of achieving their aims.

In addition to the traditional September start intake of students, the College has a January intake of students to five-term, A-level and BTEC programmes and two-term intensive IFY; APP programmes as well as an April intake start for APP and one term A-Level retake programmes.

In recent years the student body of 200 students in any given year has been made up of approximately 50% U.K. students and 50% international students from more than twenty countries.

At its best the College provides each student with outstanding individual attention, outstanding teaching leading to the best possible results, and a strongly-supportive atmosphere which enables them to grow as people and academically. This is made possible by a highly-professional and committed team of teaching and non-teaching staff. The community of the College, involving all staff whatever their role and all students whatever their level, is at the heart of its success.

Oxford Sixth Form College aspires to meet the highest standards for equal opportunities, including to meet all statutory requirements.

Staff Code of Conduct

The College expects all tutors to adhere to both the code of conduct set out in the staff handbook 2020-2021, and the Teachers' Standards specified by the Department for Education (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf).

We expect tutors to

- model excellent work ethos by being present in good time at the start of each class, well-organised with a lesson planned to enable each student to make maximum progress in the way that best suits them;
- ensure that classes focus on examination requirements, the development of subject skills, knowledge and understanding, and the development of each student as a thoughtful and independent learner;
- finish each class promptly and allow the next class to begin on time;
- set and record homework regularly and collect, mark and return it promptly to provide constructive feedback for the student to make progress;
- set Progress Tests and Mocks at each appropriate session unless a specific exemption has been granted by the appropriate Curriculum Manager (CM); and collect, mark and return tests promptly to provide constructive feedback for the student to make progress;
- promptly report all student absences from all taught classes, Senior Tutor meetings, trips and events as detailed within the Attendance Policy,
- keep term-time absences to an unavoidable minimum;
- follow College guidelines where a student wishes to change a subject and/or programme
- in the case of staff absences follow the procedure set out below; get permission for any planned absence from your CM, who may refer you to a member of the SMT;
- contact @staffabsence before 8.30am on the day of the absence and follow the procedure outlined in the cover process and thereby set cover work
- meet deadlines for reports and other administration:
- communicate students' difficulties and problems and personal successes, to the appropriate Senior Tutor
- communicate where appropriate colleagues' and personal successes, difficulties and problems to the colleague's line manager
- communicate directly with students only through College email; do not give students your mobile phone or personal email details
- set an excellent example to students and colleagues

This Code of Conduct should be read together with the learning, teaching and assessment policy.

Communication

The most important way of helping each student and one another is excellent communication throughout the College.

If something needs discussion talk to people directly or arrange a meeting, rather than create long email chains. Please do record decisions and outcomes of meetings.

Short suggestions for better emails:

- Your email reflects you
- Before you send one ask: Is email the appropriate medium? Should I call/meet instead?
- Subject fields are useful: be specific and/or descriptive
- One subject per email – it's less confusing and more to the point
- Keep messages brief, but not abrupt or dismissive
- Tone cannot be heard. Irony, nuances and humour can be misinterpreted
- Punctuation rules still apply!
- Be explicit about deadlines, actions, expectations
- Use CC to copy in a minimum number of people, and BCC if you are using a private/personal email for data protection
- Select 'Reply' or Reply All' with care - only involve those who need to be involved
- Acknowledgement – if time is short and an email requires a detailed reply acknowledge it and respond fully later
- Email isn't private. Emails are subject to Data Protection. They can be used in court as evidence, they might go to the wrong recipient, and unless you are sure they are encrypted it is useful rule of thumb to remember not to write anything in an email that you would not write on the back of a postcard (or say to the people concerned).

Pastoral care

One of the key duties of every member of the College community is to look after all of its members. Be alert and empathetic, and communicate your impressions.

Safeguarding

Every member of staff has a duty to safeguard the students by:

- keeping up-to-date with training
- being aware of the Safeguarding policies
- not putting yourself in a position which makes you vulnerable or a student uneasy
- immediately mention any impressions, thoughts, concerns or information that you have about students to the Safeguarding Officers.

If a student confides in you:

- listen non-judgementally
- do not promise to keep things to yourself
- reassure the student and make sure they are safe

- write notes as soon as possible
- report the conversation immediately as above

Safer recruitment

An important part of safeguarding is recruiting safely. If you are involved in recruitment ensure you follow the safer recruitment policy and note:

No member of staff may start work unless:

1. their DBS clearance has come through OR
2. their 'List 99' check has come through, a risk assessment has been written, references received and they are working in an environment with supervision

If in any doubt check in the first instance with the Principal.

Well-being

The College is committed to looking after the well-being of all staff. Please talk to your line manager or a member of the SMT if you feel that your own or other people's circumstances are causing over-load, anxiety or illness.

Insurance

The College does not insure staff members' possessions.

Safety

Fire

The College holds regular fire drills. Staff and students should immediately leave the building on hearing the alarm and assemble at the designated areas. Staff are asked not to use this opportunity to smoke. Fire marshals check that the building is clear. No-one may re-enter the building until the 'all-clear' is given. All Staff are expected to assist with student management in an evacuation.

First Aid

Lists of trained First Aiders are posted around the College's buildings. Any incident requiring first aid treatment should be referred to a First Aider.

Health and Safety

All staff must take responsibility for health and safety, reporting hazards or concerns to their line manager or a member of SMT.

The Health and Safety committee; Principal; Assistant Principals and Facilities Manager, meets every half-term.

Accidents

Please report all accidents immediately to your line manager or a member of SMT. All accidents must be recorded in the Accident Book.

Induction of new tutors

New staff will receive an introduction to the College. Their first day should begin:

Meeting with	Duration (minutes)	Covering
Reception Manager or designated deputy	45	Photograph/name badge, any documentation outstanding; Health and safety information
Assistant Principal/s	45	Safeguarding, HR, expectations, handbooks
Curriculum Manager as appropriate to subject(s) taught by the tutor or direct line manager for those who join the admin team	60	Tour of building including fire escape routes, introductions to key members of staff, students, timetable, any outstanding matters

Curriculum Areas

Curriculum Managers (CM) have responsibility for monitoring the performance and professional development of tutors teaching in their curriculum area, as well as a number of leadership and management roles.

Tutors in these areas should stay in regular close contact with their CM). Whole-curriculum area meetings, for which minutes should be taken, should take place once every half term and all tutors should attend. Tutors should meet CMs individually at least twice a term and keep CM well-informed about students and their own situation.

Senior Tutors

Senior Tutors have responsibility for understanding the academic and personal background; personal and progression targets of the students within their senior tutor group and responsibility for maintaining a broad overview of the attendance, academic progress and pastoral well-being of the students within their senior tutor groups. Senior Tutors are the communication hub between the College and parents.

Staff common rooms

Any member of staff may use the staff common rooms. Complimentary tea and coffee is provided.

Union membership

Any member of staff may belong to a union. The SMT are keen to work in any way that will improve the College and are always happy to meet union representatives.

Staff Association

The College has a staff association which meets regularly with the SMT. Elections are held annually.

TIMINGS

Hours

Normal College opening hours are Monday to Friday 08.30 to 18.00 in term-time. The College's teaching timetable is:

9.00-9.45	P1	
9.45-10.30	P2	
10.30-10.45	BREAK	
10.45-11.30	P3	
11.30-12.15	P4	
12.15-12.45	P5	LUNCH BREAK
12.45-13.15	P5	LUNCH BREAK
13.15-14.00	P7	
14.00-14.45	P8	
14.45-15.00	BREAK	
15.00-15.45	P9	
15.45-16.30	P10	
16.30-17.15	P11	

Tutors are welcome in College at any time during opening hours; are required to attend all timetabled classes; are expected to attend any whole-College or Curriculum meetings before terms begin and all meetings in term-time.

Teaching hours 2020-2021

Course	Group Periods (hours)	One to one Periods (hours)
2-year A level	7 (5.25) per subject	5 (3.75) per subject
EAP –IELTS (studied alongside A level or BTEC)	7 (5.25)	n/a
5-term A level Jan – June (year 1)	10 (7.5) per subject	7 (5.25) per subject
1-year A levels (per A level subject)	10 (7.5) per subject	7 (5.25) per subject
BTEC Extended Diploma (<i>equivalent to 3 A levels</i>)	16 (12)	n/a
BTEC Diploma (<i>equivalent to 2 A levels</i>)	16 (12)	n/a
BTEC Subsidiary (<i>equivalent to 1 A level</i>)	16 (12)	n/a
BTEC Plus (BTEC Diploma + 1 A level)	16 (12) for BTEC and 10 (7.5) for A Level	7 (5.25) for A Level
IFY (1 year)	6 (4.5) per subject. EAP for 11 (8.25)	n/a
IFY (6 month intensive – Jan to Jun)	8 (6) per subject. EAP for 17 (12.75).	n/a
1-year GCSE	42 (31.5)	n/a

The College is not open for teaching at weekends nor Bank Holidays.

Teaching is provided only during college working hours.

Change of subject or programme

The College seeks to ensure that all students are enrolled on to the right programme and subject(s) therein that meet their future university/career aspirations.

Change of programme

On very rare occasions a student might be enrolled on to the wrong course e.g. A-level not BTEC or vice versa or express a wish to change course. In the event of a student expressing a wish to change course, s/he will attend a meeting with his or her Senior Tutor and the Principal or Assistant Principal Academic.

Change of subject

Occasionally students may need to change subjects within their A-level or GCSE course but it is expected that this will not happen after the first three weeks of their beginning their studies at the College

If a student requests a change of subject the following process must be adhered to:

- The student and parent/agent/guardian should make a formal request on a Change of Subject form and submit this form to their Senior Tutor
- The Senior Tutor will gather the appropriate evidence to consider the request i.e. progress test results, completed work, reports, opinion of teaching staff
- In the case of Tier 4 students, the Senior Tutor will consider if the subject change has any visa implications in terms of the number of hours being studied per week
- The Senior Tutor will then consider the request in light of the student's stated university and career objectives and consider whether or not the change of subject will hinder these objectives
- The Senior Tutor will then identify whether or not there are any tuition fee implications arising from the change of subject

Where the change of subject has no implications for a student's university or career objectives and has no financial (or visa for Tier 4 students) implications, the Senior Tutor will inform the Academic Administration Manager (AAM) of the request and proceed as detailed below.

- The Academic Administration Manager will confirm to the Senior Tutor and the relevant Curriculum Manager, if there is room in the requested subject class and who the class teacher is.

Where there is no room in a class, the student will be informed of this by the Senior Tutor. Should this occur in the autumn term, the student can be offered a place on the five-term A-level programme for the required subject.

- The relevant Curriculum Manager will inform the teacher concerned of the impending new arrival to a class
- The decision outcome will be relayed to the student and parent/guardian/agent in writing by the Senior Tutor and the 'signed off' Change of Course Form saved in PASS by the Senior Tutor who will submit a Database amendment immediately after the decision has been made
- The Academic Administration Manager will make the necessary changes to the student's and tutors' timetable

Important note: Where the change of subject has implications for a student's university or career objectives or financial implications, the Senior Tutor will arrange and attend a meeting at which the Assistant Principal Academic or Principal will discuss these matters with the student.

Tutor recommendation for changes

If in the first three weeks a tutor is of the opinion that a student is studying a subject that s/he should unequivocally not be studying, a tutor can bring this to a Senior Tutor's attention who will then go through the process above.

Academic Preparation Programme (APP) progress

In order for APP students to progress to their chosen course they need to demonstrate that they have reached the required level of English for progression to GCSE/A-level/BTEC as appropriate.

Where APP tutors are concerned that a student is not going to reach the required level within the term(s) allotted to APP, then these tutors should inform the student's Senior Tutor. The Senior Tutor should then gather evidence that may justify the student progressing despite these concerns. This evidence may include:

- The length of a student's visa as denying progression to A-level/BTEC/IFY such that limited time is left to the student to study AL/BTECIFY can guarantee failure to obtain any qualifications at all. To allow progression such that a student achieves AL D/E grades or a BTEC Pass is better than no qualifications at all
- A diagnostic lesson with a teacher of the student's intended A-level subject(s)/BTEC / IFY.

With the outcomes of the above and associated evidence gathered, the Senior Tutor will advise the student of potential next steps and arrange a meeting with the parent/guardian/agent.

Notes

It is paramount that the processes described above when enacted are completed as quickly as possible with a time limit of one week. However, awareness of the availability of parents/guardians/agents for discussion should be taken into account.

The student must attend the class which he or she is leaving until the formal final change is made. This is both good practice and also 'protects' students with regard to Tier 4 visa requirements of attendance.

The change needs to be communicated to the Academic Administration Manager by Wednesday 12.00 noon in order for the timetable to be created in time for implementation with effect from the following Monday morning.

Students who wish to change subject/s after the initial three weeks will follow the same process, but the initial guidance will be that they should not change and the default position of the college is that such changes will not be made.

Timekeeping

Tutors and students should be prompt to the start of classes. Travel arrangements should allow for prompt attendance.

Students' punctuality should be noted on reports and according to the Attendance Policy. Tutors need to ensure they take professional charge of their lessons and the first line of sanction is the tutor dealing with attendance and punctuality to reinforce the requirement for good attendance and punctuality. Lack of punctuality should be reported to Senior Tutors in accordance with the Promoting Good Behaviour policy.

Student absences

It is a statutory duty of all schools and colleges to record student attendance. Furthermore, the College's retention of its Tier 4 license with the UKVI is dependent upon the complete, accurate and timely completion of registers. Please report all student absences according to the Attendance Policy.

For compulsory school age students (those aged 15 or under as at 31st August 2019), please email the student's senior tutor immediately notifying him or her of the student's absence.

Please record absences from all meetings: classes, ST meetings, trips and events.

Tutor absences

Any planned absence from College must be agreed with the relevant CM in advance.

Any unplanned absence must be notified to @staff absence as soon as possible and no later than before 8.30am of the day of the absence and follow the instructions for the cover policy.

Students should be set work to do during any missed lesson, as well as homework for the next lesson.

Lessons missed as a consequence of staff absence, planned or unplanned, will only be re-arranged to take place on another date under exceptional circumstances.

Easter Revision Course (ERC)

ERC will be held over two weeks in 2021. Staff who are contractually required to teach ERC do so for one week and are paid in addition to their annual salary for doing so. Such staff may work a second ERC week but tutors should think carefully before committing to teach two ERC weeks and should note that is not possible for tutors to take holiday immediately after the ERC unless discussed with CMs long beforehand. ERC reports are especially important to parents and must go out very shortly after the courses end.

TEACHING

Teaching and learning styles

Everyone learns differently; some students will know their preferred learning style but if they do not, please experiment with different styles to find the best for them. Please use careful differentiation tools in group tuition.

SEND

Approximately 15% of students attending an ISC school in the U.K. are SEND students (*source: ISC Census 2018*) and as with such schools, many students at the College have some form of specific educational need or disability, including the large number operating in a language other than the one(s) they use at home. Teaching has to be adapted to meet that need. Please read the SENDCo's notes and guidance and talk to him if you are not sure how best to support a student or if the approaches you have tried are not quite working. CMs can also provide guidance and support.

English support for international students is managed by the Curriculum Manager (English & Modern Foreign Languages).

New students

It is very important that new students begin classes as soon as possible. The Assistant Principal Pastoral & Boarding oversees a student induction process.

The College endeavours to gather evidence of prior academic achievement prior to a student's arrival. For Tier 4 international students without an IGCSE or GCSE English qualification this includes the completion of a UKVI Secure English Language Test (SELT). For students

applying to study a programme that includes A-level Mathematics or one of the A-level science subjects, this includes a mathematics test.

In addition and in order that we have a common baseline assessment in order that we can track progress and provide suitable teaching:

1. On arrival all students for whom English is their first language will sit an appropriate SEND-screening test
2. International students without IELTS 6.5 or equivalent will sit an English language placement test;
3. Any student with identified learning needs may also take specific tests to help identify needs. Referral to other appropriate professional will be made where necessary.

The results of all tests should be communicated by tutors to students as soon as they are available.

Schemes of work

These plans are very important in providing students with a sense of how their work will develop and is developing and to enable cover work to be put in place if a tutor is absent; a supply teacher to take on the teaching of the group with a clear picture of what has been covered and what is to be covered.

The scheme of work for the term for each class should reach the CM within two weeks of the class starting. It should

1. provide an outline of the proposed teaching framework for that term
2. identify the inclusion of SMSC (spiritual, moral, social and cultural) within the teaching
3. be shared with students (this can be in an abbreviated form)

A template will be emailed to all tutors and is available from CM.

Rooms

Tutors will normally share rooms with others. Tutors may leave a small number of books and equipment in rooms at their own risk and should speak to CMs if they have requests or concerns. Please leave rooms as you would wish to find them - tidy and ventilated. We encourage tutors to use the display boards for posters and relevant information.

Books and stationery

Students should be told as soon as possible what books to buy for their course. Tutors should check that students have in fact bought the books and are bringing them to class. If a student has failed to buy their books within ten days of being told, the tutor should speak to the student's Senior Tutor.

Tutors should ask the line manager for any stationery requirements. Please discuss any specific requests with CMs. Tutors should ensure that students' files are well organised and that students are keeping records of homework. It is important to be able to evidence student work at all times during a course. These are things that arise in almost every discussion with parents and that we must be able to show inspectors.

Curriculum Area budgets

CM hold resource budgets. Tutors should apply to the relevant CM if they wish to develop an initiative or purchase resources. The resource budget for the three terms, within any given academic year, is held by Curriculum Managers. The resource budgets will have been set approximately three months prior to the start of the academic year. This enables Curriculum

Managers to spend money from within their budgets prior to the beginning of any academic year and thus resource their curriculum areas in advance.

Extra-curricular trips and events

Tutors are encouraged to develop their student's studies by any suitable means: debates, evening or lunch-time talks or seminars, visiting speakers, visits, trips, reading groups. Tutors should in the first instance liaise with their Curriculum Manager to discuss any proposed activities as listed above. Any off-site activities will require adherence to the College's Educational Visits Policy and thus the completion of a Risk Assessment (RA) for submission to the College's Co-Curricular Manager in his capacity as the College's Educational Visits Co-ordinator. If there are any costs attached to the trip these must be discussed with the Co-Curricular Manager before the planning stage begins.

ASSESSMENT AND MONITORING

Student assessment and monitoring

Target grades

Each student should be aware of their 'target grade' in each subject, to give the student something to aim for and a realistic sense of what they might achieve.

These grades will:

1. be established by CMs, based on previous results, tutor assessment of the student, and the results of tests and homework
2. appear on reports
3. be adjusted termly according to performance and motivation
4. be communicated clearly and regularly with the student

Homework

One of the most basic expectations of parents, agents and guardians is that every student should be set written homework in every subject every week. Written homework should be:

1. collected promptly
2. marked to provide an indication of the level at which the student is working
3. marked with comments that tell the student how to improve
4. returned promptly, ideally at the next lesson

Going through work in class can be a very effective way of teaching. Please ensure that the student also has a written summary of the comments and outcomes. If you do usually talk through homework, please provide formal written feedback on homework at least once a month.

Tutors should keep a record of marks and ensure that students keep their work and a summary of the comments and marks, whether on a computer or tablet or in a file. We are required to show work to inspectors and students often benefit from looking at previous work.

Progress tests

The calendar for the year shows the date by which each test should have been completed. Please follow the calendar as students arrive, discussing with your CM as required. All students should take regular progress tests. Your CM will give instructions on how to carry out Progress tests.

Mock Examinations

The calendar for the year shows the date for Mock Examinations.

Mock Examinations have three key benefits:

1. invaluable practice for public exams and exam regulations
2. a chance to test good sections of work
3. identifying and practising examination Access Arrangements

All students should sit Mocks. Please discuss with your CM if things are not straightforward. If a section of the course has not been completed, please set a paper covering the topics you have taught.

With the exception of students in the first year of A-levels for photography, textiles and art and students studying A-level Mathematics and A-level Further Mathematics, those students in the first year of a two-year A-level course will not sit public AS-level or A-level examinations. Consequently, the end of first year mock examinations for these students are of critical importance in determining students' predicted grades for their university applications

REPORTS

Reports are vital in helping student progress and in helping parents and guardians to understand how their daughter or son is getting on. The idea is to report more briefly more often, to keep parents and guardians in the picture. The calendar for the year shows the dates for reporting.

Good reports

- show what a student can do at the time of writing
- are not solely negative
- identify clearly what a student must do to make further progress
- are professional and do not comment on the College or colleagues
- are not the first mention of problems
- show that the writer knows the student well

Report format

We will continue with half term and end of term full written reports. All students will have reports at the end of the Trinity Term: for leavers this will be a brief comment on how their revision has gone and valedictory comments.

Examples of good full written reports:

English

[Student name] is an enthusiastic student who clearly wishes to succeed. She works hard outside of classes, for which she should be commended. Her writing is improving and she is slowly acquiring a wider technical vocabulary. She is slowly beginning to go beyond the surface with her arguments and to give more meaningful evidence from the texts to support her ideas, though she needs to do this consistently throughout her essays. However, [student name] also needs to have greater faith in her own ideas and begin to move away from the safety net of her tutors' guidance.

It is a sign of maturity to ask for help and guidance, but it is also important to listen to the responses when they are given and to apply them. [Student name] is often so convinced she does not or cannot understand an idea or instruction that she is often asking questions before the explanation has been delivered, and so she is not always taking on board the feedback she is being given. I am sure this is more a lack of confidence than anything else, and I hope she will gain greater independence in weeks to come.

For her examination unit, [student name] needs to have a greater range of terminology at her fingertips and to be prepared to quote more extensively from her texts, analysing the quotations she uses. In her coursework especially, she needs to focus on incorporating the views of other readers into her debate. Contextual factors should similarly be incorporated where they add to the discussion, rather than just being 'bolted on'.

Mathematics

[Student name] has, I think, found that looking at medical statistics with genuine data sets has been an interesting experience, and I hope it will prove useful to her later. She has followed the ideas well and answered the multiple-choice questions at the end of each chapter thoughtfully, though some of the more subtle questions have caught her (and sometimes me) out occasionally. The explanations given in the book have usually helped to sort out difficulties.

[Student name]'s performance in the Mock S2 exam was very creditable, given that she had had very little exam practice recently, but she will no doubt want to improve her score in summer. We will now concentrate on exam practice, using past papers for revision material, and I am sure she will find this beneficial. She works well on this material and analyses her own performance thoroughly.

Senior Tutor

Attendance: Good – generally [Student name] is on time with some lapses.

Attainment: [Student name] is a bright student and can work well. She has found a flair for textiles and her work demonstrated an impressive improvement this term - with her final coursework and exam pieces being of a very high standard, produced with both care and dedication. [Student name]'s other tutors agree that she can do very well in Maths and Chemistry, and if there is some doubt it is when she does not apply the attention to detail in these.

[Student name] has plans for university and will be applying through UCAS as well as to universities elsewhere. She has a good notion of what she would like to study and now needs to use the summer to refine her search for courses so she can get ahead with her application next term. Similar thought should go into at least getting some notes together for her Personal Statement.

[Student name] is a delightful student who seems to have really come into her own over the last term. I went to look at her textiles work and was greatly impressed by her creativity and the breadth of thought and imagination – all this despite the slightly shaky start to the year. Well done!

[Student name] often attends PT meetings, and next year I hope she will involve herself more with College life and make a contribution to the Student Council.

EXAMINATIONS

Specifications

Curriculum areas will decide upon which specification they will teach to students who are starting a two-year A-level or one year GCSE programme with us. Any changes to the choice of specification to be delivered must be made no later than the December preceding the following September as it is of critical importance that potential students are made aware well in advance of their joining the College of the specifications they will be taught.

Students joining us to retake an A-level(s) who have achieved a grade C or B will not change to a different specification for their retake of that subject(s). Students who have achieved grade D or E may be advised, at interview and prior to enrolment, to change to a different specification where it is the opinion of the subject(s) tutor(s) concerned that a particular specification affords a greater chance of a higher grade for the student retaking a particular A-level subject.

Revision

Tutors should build revision technique into lessons from the week after the February half-term holiday onward.

Exam techniques

Tutors should concentrate on exam technique throughout the course, advising students on different techniques for success in each specific question.

Entries

CMs are responsible for checking entries.

Coursework

The calendar for the year shows the deadlines for coursework to parents, guardians and agents. The timetable for setting and getting feedback on coursework drafts must be made clear to students and parents well in advance. Deadlines must be met. Senior Tutors should be informed in good time if a tutor does not think a student is going to meet the deadlines set.

PROFESSIONAL DEVELOPMENT REVIEW

There are four elements to the College's professional development scheme:

1. Peer review
2. CM and Assistant Principal Academic review of Curriculum Areas
3. Professional development reviews
4. SMT review of the whole College

The procedures are as follows:

Peer review

Peer review should be continuous throughout the year as part of continuing discussion about tutoring, pedagogy and academic matters. Each tutor should watch at least one other lesson. CMs will allocate pairs of tutors within their Curriculum Area to work together on peer review. Tutors who work in more than one subject area should choose the area in which they will be paired up for peer review.

- Tutors to make their own choice of other tutor/subject areas to observe.
- The tutors will agree lessons when they will watch each other teach and what aspect of the tutoring they are observing
- Both lessons are watched.
- Tutors meet to discuss the two lessons using the form as a basis for discussion; future outcomes/targets/plans are discussed.
- Forms sent to CM for review and action; CM discusses with tutors informally and establishes plans for development. The forms from cross-Faculty observation sent to the CMs.

CM/APA review

This should occur once a year unless discussed with tutors beforehand. Each year the CM will review tutors in their Curriculum Area and the Assistant Principal Academic will review the CM. Some observations may be carried out jointly by the APA and CM, where the CM feels that their subject expertise would benefit the APA, or Heads of Subject. Tutors teaching in more than one area will be watched in just one area per year.

- CM/APA tell tutor they are being observed 48 hours before the day of the observation.
- Tutor provides CM/APA, any information which is relevant for planning and has the opportunity to discuss the lessons taking place that day.
- CM/APA, attend one lesson
- Each observation lasts an hour.
- Lesson notes are taken on the observation form
- Tutor provides CM/APA, with marked work from three students of different ability. CM/APA, review work and marking.
- CM and APA, meet each tutor to discuss lesson and work sample, and to agree outcomes, targets and possible training or development
- APA, and CM meet to discuss the review of the Curriculum Area

Professional Development Reviews (PDR)

The PDR is designed to be an open, constructive and positive experience for all. It provides an opportunity for staff to be clear about their role, their contribution to their department and how effectively they are performing, as well as an opportunity to highlight any areas that could be developed further.

Before the meeting

- For the process to be meaningful and to get the best out of it both parties need to devote some time to it and therefore preparation is essential
- The reviewer and reviewee should agree a suitable date, time and location for the meeting at least one week in advance.
- The reviewee should forward their completed PDR paperwork to his or her reviewer at least three working days ahead of the review meeting
- Managers should complete their parts of the PDR paperwork, fully reviewed the staff member's PDR forms and make sure they have their staff member's job description

The meeting

This is at the heart of the PDR process and it needs to be a positive and constructive experience. Although a two-way discussion, it is the employee's review and they should do most of the talking.

The meeting should last around one hour.

The meeting will begin with the employee running through:

- the main areas of their work
- the objectives they were expected to achieve
- the extent to which they displayed the behaviours outlined in the Professional Standards for Teachers (<https://www.gov.uk/government/publications/teachers-standards>)

The reviewer will respond and give feedback leading to a discussion and ultimately an assessment of the employee's performance against objectives and behaviours. The meeting will then move onto a discussion of the coming year's objectives. The employee should have drafted some suggested objectives which can be discussed and agreed with the reviewer. They will also discuss what is expected in terms of behavioural standards. Finally, there is a discussion about training and development and broader career aspirations, taking the previous two sections into account.

After the meeting

The reviewer will complete the assessment form and forward it back to the employee, who will read, comment and send it back to be finalised. This should be finalised five working days after the meeting. The reviewing manager will forward the form to the appropriate senior manager and provide a summary of the key development themes raised through the PDRs they have completed.

Senior managers must review forms to ensure consistency and fairness of approach and to ensure objectives are in line with department and Organisational needs.

Interim meetings

Good practice dictates that the reviewer and reviewee will meet throughout the year to review progress. This should happen at least once. Notes should be kept of any salient points and the meeting should be planned and prepared for. The aim of the meeting is to consider the progress made towards achieving the agreed objectives and any associated training need, allowing scope for any unexpected issues to be addressed.

SMT review

This should occur once a year.

- SMT review results of CM/APA, reviews
- SMT review exam results and other data as allowed by database (attendance, lateness, reporting, progress testing, numbers on course)
- Assistant Principals interview six first year students and six second year students
- Students to bring their work so that the interview can cover specific work and assessment questions as well as general and pastoral ones.
- Assistant Principals interview six members of staff (administrative as well as tutors)
- Assistant Principal Academic compiles Self Evaluation Form (SEF) for Principal, discussed at SMT and AMT to produce a quality improvement plan (QIP)
- Principal reports to Governing Body

Training

All members of staff may attend training opportunities throughout the year. Tutors should discuss possible opportunities with their CM who will organise permission and funding with the Principal. Budgets are set for training; the aim in running training is for there to be a representative take up across the College and across the different Curriculum Areas.

Training could take the form of:

1. Exam board training: this is obviously important in the coming year as specifications and exam arrangements continue to change
2. INSET in September provided by the College reflecting developmental themes emerging from the SEF / CIP

3. Wider professional development: teacher training, professional qualifications in academic or pastoral areas, First Aid, safeguarding, etc.
4. Personal development that will be of value to College: new degrees or diplomas, curating exhibitions, seminar or lecture groups

Training will be offered in College on various topics through the year.

Covid-19

Detailed information on Covid is provided to all staff in the relevant risk assessment & policy.

The College will follow government guidance & regulations to ensure the safety of staff, students and any visitors to the College.

Scenario 1 : College is open but some students temporarily unable to attend.

In the case of a late start or return to College, due to international travel restrictions and / or quarantine requirements, teaching & learning will be provided face-to-face to those able to attend. However a camera, conference speaker & microphone will be in operation in classrooms to allow students to attend remotely until they are able to join in person.

Scenario 2 : College building closure due to government regulations

When face-to-face teaching is not possible due to government regulations, online teaching & learning will take place, primarily using MS Teams. Google classroom may also be used where appropriate.

In both scenarios lesson registration will continue using Celcat. The precise coding of registers will depend on government regulations in operation at the time. Further information concerning this will be circulated by e-mail at the relevant time.

APPENDICES

Appendix 1

Calendar for academic year 2020-2021

Autumn (Michaelmas) Term

Term starts for teaching staff 01/09/20. New contract teachers work remotely from Monday 17/08/20. All contract teaching staff return to work Tuesday 01/09/2020

Boarders arrive and have boarding induction Friday 4 - Sunday 6 September 2020

New student induction Monday 7 September 2020 0900-1715

Returning student re-registration Monday 7 September 2020 1500-1715

Teaching begins Tuesday 8 September 2020

Half-term Monday 26 to Friday 30 October 2020

LVI mock exam week Monday 16 to Friday 19 November 2020. No L6 lessons this week.

UVI/OYA/GCSE Mock Examinations Week. Monday 23 to Friday 27 November. No UVI/OYA/GCSE lessons this week.

Term ends for students Friday 11th December; boarders leave boarding houses before 8.00 p.m. on Sunday 13th

Term ends for teaching staff Tuesday 15th December 2020

Christmas holiday for teaching staff Wednesday 16 December to Friday 1 January 2021

College closed 23 December - 3 January 2020

Spring (Hilary) Term

Saturday 2 to Sunday 3 January 2021 boarders arrive / return

All staff return to work Monday 4 January 2021 & teaching continues for all returning students

Monday 4 January 2021 induction for new starters

Tuesday 5 January 2021 - teaching begins for new students

Half-term Monday 15 to Friday 19 February 2021

Monday 1 to Friday 5 March 2021 - mock exams for ALL students. No lessons this week.

Thursday 25th March 2021 - End of Term for students; boarders exit boarding houses by 2.00 p.m. on Friday 26th March

Friday 26th March 2021 - End of Term for teaching staff

Easter Revision Course (ERC)

ERC Week 1 - ERC boarders arrive Sunday 28th March 2021 3.00 p.m. onward

ERC Week 1 - teaching Monday 29 March - Thursday 1 April 2021

ERC Week 2 - ERC boarders arrive Monday 5 April 2021 3.00 p.m. onward

ERC Week 2 - teaching Tuesday 6 - Friday 9 April 2021

Summer (Trinity) Term

Boarders return 11 and 12 April 2021.

Teaching begins Tuesday 13 April 2021

Monday 3 May 2021 (early may Bank Holiday).

Monday 31 May 2021 (Spring Bank Holiday).

Monday 21 to Friday 25 June 2021. L6 end of year exam week. No lessons for L6.

Monday 28 June to Friday 2 July 2021. UCAS week for L6.

Term ends for students Friday 2nd July; boarders leave boarding houses before 8.00 p.m. on

Saturday 3 July 2021.

Term ends for teaching staff Tuesday 6 July 2021

For a more detailed calendar schedule, refer to the College Calendar in T drive OxSFC College Calendar 2020-2021

Courses offered at OxSFC 2020-2021

Full details of the programmes, courses and subjects offered by the College can be found via the College's website www.oxfordsixthformcollege.com

Cover Procedure

In order to cover lessons as efficiently as possible with the least disruption to the students' learning the following process should be followed.

Teacher Planned absences

For any potential absences which are known in advance these must be communicated to the Curriculum Manager (CM) as early as possible for approval. If approved:

For group lessons – Cover should be organised by the teacher with the CM as soon as possible after the absence has been approved. The tutor should provide work for the students with the correct number of copies of work for the group. This is given to the CM two days before the absence.

For individual one-to-one tutorials – when a student has enrolled and paid for one-to-one tuition, these lessons can be re-arranged to take place on other date/at another time. Lessons for students where the student concerned has not enrolled and paid for one-to-one tuition i.e. they are by default in a 'group' class with only one student enrolled therein, such lessons cannot be re-arranged and cover work must be provided.

If the lesson is to be covered. The tutor should provide work for the student with copies of work for the lesson. This is given to the CM two days before the absence.

Teacher Unplanned Absences

For any absences, for example illness, the tutor should

- Send an email tostaffabsence@oxfordsixthformcollege.com as early as possible, by 8.30am on the day of absence at the latest, so that any necessary cover can be arranged. Please put the time of the first lesson in the subject line of the email so that it is easy to prioritise classes.
- Provide the following information (see class information sheet below)
 - all the classes or senior tutor sessions timetabled that day
 - the work and the number of copies which might be needed which can be given to the groups
 - the time of each class
 - the classroom for each group

For group lessons

- Duty cover manager should organise cover using the cover rota
- Duty cover manager communicate the work to the cover tutor
- Cover tutor needs to check their notifications on the day they have a timetabled cover hour
- Cover tutor makes enough copies for each student in the group
- Cover tutor completes the electronic register for the class
- IF not covering a class the cover tutor needs to be in their staff room during their cover hour in case there is an emergency – please let the duty manager know which staff room you are in so that they can communicate easily

For individual one-to-one tutorials

- Reception should phone the individual students as quickly as possible starting with the earliest student and reassure the student that replacement lessons will be organised with the teacher on their return.

Cover information for the cover teacher

Time	
Teacher	
Date	
Class	
Room	
Materials	
Homework	