Safeguarding Statement
Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement
Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

SIXTH FORM ENROLMENT AND PROGRESS POLICY

Approval Body:	Governing Body
Approval Date:	Autumn 2026
Implementation Date:	Autumn 2026
Designated Person (as appropriate):	Assistant Headteacher (Sixth Form)
Committee with Remit (as appropriate):	Governing Body
Review Date:	Autumn 2027

Version History

Version	Approval Date	Summary of Changes
1.0	Autumn 2025	Development of new policy
2.0	Autumn 2026	Clear timescales for each support stage Addition of Appendix 3

Linked policies

Assessment policy
Attendance policy
LPGS Behaviour policy
Exams policy

These can be found on our website: https://www.lpgs.bromley.sch.uk/home/about-us/policies-and-information/

Sixth Form Enrolment and Progress (EP) Policy

Contents

1. Enrolment and Course Selection 2
2. Continuation to the Second Year of Level 3 Courses 3
3. Progress in Sixth Form 3
4. The Academic Process 5
Appendix 1 8
Appendix 2 11

1. Enrolment and Course Selection

Students must meet the Minimum Academic Entry Criteria (MAEC) for their chosen pathway as specified in the Sixth Form prospectus and School Admission Policy. Additionally, students are required to meet the subject specific requirements, as set out in the prospectus and published on the school website.

Minimum academic entry criteria (MAEC) and subject-specific entry requirements are in place to ensure that all students embarking on Sixth Form study are well-prepared for the demands of advanced courses. Sixth Form qualifications require a higher level of independent learning, analytical skills, and subject knowledge than earlier stages of education. Setting clear entry standards helps to safeguard student success by ensuring that individuals have the appropriate foundation to cope with the rigours of the curriculum.

Subject-specific entry requirements are also necessary because different courses build upon distinct knowledge and skills developed at GCSE or equivalent level. For example, success in Mathematics or Sciences at Advanced Level depends on prior mastery of key concepts, methods, and problem-solving strategies, while subjects such as English or History require strong written communication and critical thinking skills. By establishing subject-related prerequisites, the Sixth Form ensures that students enter courses with the essential preparation to engage fully and achieve their potential.

These entry requirements also allow teachers to maintain a high quality of learning and pace of progress within the classroom, fostering an environment where students can be appropriately challenged and supported. Ultimately, the policy is designed to promote fairness, academic success, and positive outcomes, enabling students to access future opportunities in higher education, training, or employment with confidence.

Students may choose to change their course under certain circumstances within the first two weeks of starting the course. They must complete the subject transfer form, verify parent/carer consent and meet with the Head of Sixth Form.

Course changes will be subject to the availability of places and a student wishing to change course will be required to meet the APS for A-level or vocational study plus the subject entry requirement for their new subject.

Students in Year 12 will sit baseline assessments in the Autumn Term. This will determine their suitability to study the course. Failure to pass these assessments may result in students being required to select more suitable courses which will enable their long-term success. Students will also be advised on course choices by their Head of Year and Head of Sixth Form in Guidance Meetings. The key purpose of this is to help students choose the most appropriate courses where they can succeed and have the best potential progression routes. Students can also be placed in Period 5 intervention and given extra work to complete during October half term and Guided Learning.

Acceptance onto the first year of a two-year course does not guarantee transition onto the second year of the course (see below for details of second year entry requirements).

The school has the final say on exam entry and the level of entry that students sit. The school may elect to submit the student for the AS (or equivalent) in the subject if applicable and if they feel that this is in the student's best interest for their success. This will be based on their attendance (both to

school and lessons), their ongoing progress, and attitude to learning. These discussions will be held with students and parents/carers as soon as issues arise.

2. Continuation to the Second Year of Level 3 Courses

Students will need to have maintained high levels of attendance in school and lessons including enrichment, guided learning and demonstrated commitment to their studies (average C2L 2+). Students will have progress reports and/or formal reports two-three times a year when these areas are graded. Those with attendance concerns will have received communication at the stage where attendance was below school expectation.

Academic Pathway (3+ A-Level Courses):

Students must pass the end of Year 12 internal trial examination with a minimum of a GRADE D, overall on these assessments in order to demonstrate they have the sufficient knowledge and skills ready to take on the demands of the Year 13 curriculum. Should a student fail to achieve **at least a D GRADE**, they will be placed on the **"Year 13 Ready Support Programme".**

Vocational Pathway (BTEC/CTEC Courses):

Students will be required to achieve **at least a MERIT** on average across both internally and externally assessed units which have deadlines within the first year of study, these deadlines will be published to students during the teaching of the units. Should a student fail to achieve this grade they will be placed on the **"Year 13 Ready Support Programme".**

Mixed Pathway:

Students must pass the end of year examination gaining **at least a GRADE D** overall on these assessments for the A-Level component of their pathway. For the Vocational element of their pathway, students will be required to achieve **a minimum of a MERIT** on average across both internally and externally assessed units which have deadlines within the first year of study, these deadlines will be published to students during the teaching of the units. Should a student fail to achieve the above they will be placed on the **"Year 13 Ready Support Programme"*.**

3. Progress in Sixth Form

Students are required to work within the boundaries and expectations of the school and the Sixth Form as laid out in the Sixth Form Contract which all students agree to adhere to on application and enrolment to the Sixth Form through our online admissions platform, Applicaa. As with any learning environment students will be given every opportunity to succeed and should strive to act on advice and feedback given.

Students' commitment to learning (C2L), and their performance in interim assessments will be monitored and cause for concern raised where necessary.

Cause for concern would fall into one or more of the following categories:

Academic
This may include (but are not limited to) the following:

- Poor commitment to learning (C2L 3-4)
- Poor progress and attainment (which would include failure to meet deadlines for course work, homework, as well as assessment outcomes) in one or more subjects
- Attendance and lateness to lessons

Pastoral
This may include (but are not limited to) the following:

- On-going attendance issues
- On-going lateness
- Low levels of C2L
- Underperformance academically across one or more subjects
- Anti-social behaviour in and around the school site
- Non-adherence to the Sixth Form Dress Code
- Anti-social behaviour in and around the school/lessons or in shared Sixth Form areas

Where there are concerns, there is a **four-tier process of support** that aims to resolve the concerns or conclude that the student will not be successful on their chosen course and put in place alternative arrangements for the student to be successful. Students will also be given a range of informal feedback and advice. Please note that there can be exceptional circumstances where discussions about whether it is feasible for a student to continue a given course needs to take place outside the four-tier process, for example:

- Sudden onset of a long-term illness
- Failure in module examinations and/or mock examinations (especially core units in Academic Vocational subjects)
- Failure to meet A-Level or Vocational coursework deadlines

Where a student has an EHCP, the school will take account of the existing provision, reasonable adjustments and outcomes identified within the EHCP when considering progress, attendance, and commitment to learning. In such cases, SEND staff may be involved in review meetings and support plans to ensure that appropriate provision and reasonable adjustments are in place before decisions regarding course continuation are made.

In addition, for one-off or extreme events of poor behaviour the school reserves the right to sanction students in line with the Behaviour Policy of the school. At this point a Pastoral Stage may be applied during discussion with the student and parents/carers.

The process and involvement of various parties is described in the next section. However, it should be noted that students will have a number of assessments in their first few weeks (as well as later) which they need to pass in order to show that they can be successful. Where students fail to achieve the aforementioned grade in these assessments, they would be given the opportunity to resit a similar assessment. Re-sit opportunities for these interim assessments would automatically equate to Stage 1 of the process. If the student fails to achieve the grade standard set for the course in this second assessment opportunity, they would be judged to be at Stage 2.

Please note if issues continue or escalate prior to the review date in the Learning Contract (See Appendix), the department or pastoral team may decide to move the student to the next stage.

Prior to a student being placed on an EP stage, a letter will be sent to the parents/carers and student to explain the concern(s) and will either include what the student needs to do to resolve these concerns within a specified timeframe (Stage 1) or inviting them to a meeting to discuss ongoing concerns (Stages 2-4). A meeting record detailing what must happen within the specified timeframe will be drawn up at any meeting, agreed and signed by all parties and placed on file by the Sixth Form Team.

A copy of this policy would be re-shared so that parents/carers are reminded of potential future consequences of failure to respond to any support stage.

4. The Academic Process

Stage 1: Initial Improvement Targets

Head of Department (Or KS5 Subject Lead) and/or Subject Teacher

Parents/carers will be invited to discuss the identified issues with the subject teacher. Students will meet with the teacher/subject lead to talk through the issues with parents and subject staff.

A Stage 1 Learning Contract will be completed and signed outlining the student's areas for development and recommended improvement strategies. Students are placed on a Stage 1 contract for a period of 4-6 weeks (in line with the school calendar and assessments) allowing the student the opportunity to achieve the targets set. This will be emailed to the parents and students after the meeting and phone call.

Should a student respond successfully to this stage they will be removed from the EP process.

Stage 2: Support Stage 1[1]

Head of Department (Or KS5 Subject Lead) and Subject Teacher

At this time the student may be required to:

- Re-take formal assessments
- Attend additional support sessions
- Attend Period 5 study sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson

The specific targets for development will be discussed in the meeting with students and parents and listed on the Learning Contract. At the end of the specified timeframe i.e. a period of 4-6 weeks (in line with the school calendar and assessments), Stage 2 support will be reviewed by staff.

Possible outcomes are:

1.Concerns raised in Stage 2 have been rectified or partially rectified. The review will agree either:

- No monitoring is required, and the student is removed from the EP process
- Monitoring at Stage 2 to be continued for a further agreed period of time with a further review to take place.

2. Concerns raised in Stage 2 have continued. The student will therefore be moved to Stage 3. The outcome of the review meeting will be shared with the student and parents/carers, and a further meeting will be organised if required.

[1] Students in Year 13 who have previously been supported through this policy, will commence at Support Stage 1 in Year 13, should concerns arise.

Stage 3: Support Stage 2

Head of Department and Head of Year

The original Learning Contract will be updated with any added items that need to be included, this might include:

- Re-take formal assessments
- Attend additional support sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson
- Signing in for Independent Study Periods in Sixth Form Office or with department staff
- Removal from enrichment opportunities

During this meeting the Head of Year will share a 'Round Robin' set of information with parents/carers regarding overall progress in the Sixth Form. This will also include number of achievement points, behaviour points, lates and attendance to school and lessons. At this point in time and based on the

information in the 'Round Robin' the Head of Year may decide to implement a pastoral process at any stage up to this level. At the end of the specified timeframe i.e. a period of 4-6 weeks (in line with the school calendar and assessments), Stage 3 support will be reviewed by staff.

Possible outcomes are:

1. Concerns raised in Stage 3 have been rectified or partially rectified. The review meeting will agree either:

   · No monitoring is required, and the student is removed from the EPP process
   · Monitoring at Stage 3 to be continued for a further agreed period of time with a further review to take place.

2. Concerns raised in Stage 3 have continued. The student will therefore be moved to Stage 4.

Stage 4: Final Support Stage / Course Continuation Review Meeting

Head of Year and Assistant Headteacher Sixth Form

A new and final Learning Contract will be created to support the student, who may be required to:

- Re-take formal assessments
- Attend additional support sessions
- Hand in missing work
- Improve an aspect of their behaviour e.g. lateness to lesson
- Signing in for Independent Study Periods in Sixth Form Office or with department staff.
- Remain on site during Free Periods and/or Social Time. This will include signing in at the Sixth Form Office.
- Possible removal from enrichment opportunities

For students with an EHCP, the review meeting will consider evidence that the provision and reasonable adjustments specified within the EHCP have been implemented and reviewed. The SENDCo, or an appropriate member of the SEND team, may contribute to discussions where a student's special educational needs are relevant to concerns regarding progress, attendance or course suitability.

The Assistant Headteacher Sixth Form will discuss with the student the implications of failing to meet the targets set in the Learning Contract. The student will be provided with a careers appointment to support them in looking at their next steps and/or alternative provision.

As part of the new Learning Contract the student will be required to sign in at the Sixth Form office for the additional periods of Period 5 independent study on their timetable. This may be used within subjects which require specialist equipment such as Art, Photography and Media. This will be stipulated within the Learning Contract and will be monitored by the subject teacher who will report back directly to the Assistant Headteacher.

At this point in time, the student may elect to leave Langley Park School for Girls Sixth Form. A guidance meeting with parents/carers, the Head of Year and Assistant Headteacher will be issued by appointment only to support their next steps.

At the end of a period of 4 weeks, Parents/carers and the student will be invited to a scheduled review meeting of Stage 4 (should the student elect to remain on roll).

Possible outcomes are:

1. Concerns raised in Stage 4 have been rectified or partially rectified. The review meeting will agree either:
   - No monitoring is required and the student is removed from the EP process
   - Monitoring at Stage 4 to be continued for a further agreed period of time with a further review to take place

Where the issues raised in Stage 4 are not resolved, or other concerns arise, then a meeting will be held to inform parents/carers of the on-going issues and the need for the student to consider their options for remaining at the school.

Possible outcomes are:

1. The student is removed from the full course and enrolled onto the AS version where this is an available option, this will be subject to Head of Subject approval. The student will be placed on Stage 4 for the remainder of their time within Langley Park School for Girls Sixth Form for this subject. A Learning Contract will be updated dictating what the student is required to do, including targets for any new courses.

2. The student (if in Year 12) may be offered to repeat the year, providing them with a three-year pathway through the Sixth Form. This will be on different courses selected in conjunction with the student/parent/carer and the Head of Sixth Form to ensure these are appropriate. Places in Year 12 will only be offered following the enrolment of new entrants to the Sixth Form in August/September.

3. The student is withdrawn from exam entries and removed from the course (see Appendix 3). The student will be supported in finding an alternative next steps provision such as apprenticeship or college course. This will result in the student electing to leave Langley Park School for Girls Sixth Form as it is not possible to remain in school on two A-Levels or equivalent. To be considered a full-time student, the student must be on at least 30 hours of directed study per fortnight across three subjects.

The Pastoral Process:

The Pastoral EP process follows the same four stages as the academic EPP but is led by pastoral staff. A student can be placed on this for wider behaviour and or attitude to learning (C2L) issues which are impacting their on-going ability to be successful in their chosen courses. Students can also be placed on the pastoral process if they are underachieving in more than one subject. Students underachieving in more than one subject would automatically start at Stage 2 of this process.

Stage 1: Initial Improvement Targets

Form Tutor meeting with students to discuss subject targets. Form Tutor contacts parents and reviews.

Stage 2: Support Stage 1

Head of Year meets with students, contacts parents and reviews

Stage 3: Support Stage 2

Head of Year and Senior Pastoral Manager meet with parents and students and reviews

Stage 4: Final Support Stage / Course Continuation Review Meeting

Head of Year and Assistant Headteacher meets with parents and students and reviews

Appendix 1

KS5 Learning Contract Proformas for the Academic Process

Stage 1- 2 Proforma

Learning Contract for:	
Stage 1/Stage 2 (please delete)	
Subject:	
Meeting Date:	Present at meeting:
Review meeting Date (set at meeting):	
Target grade/current grade:	
Areas for Development (please list):	

Improvement Strategies (Please identify and list specific areas students can improve, including use of free time and guided learning, attending intervention, wider reading, meeting deadlines/homework, behaviour, lesson attendance and punctuality)

Agreed with student at meeting	Achieved by review date (Y/N)

Student Signature:
Parent/Carer Signature/agreement:
Head of Subject/KS5 teacher Signature:
By signing this the student accepts the targets and that should they not meet them in the desired time period they may move on to the next stage of the process

Stage 3 Proforma

Stage 3 Learning Contract for	
Subject(s)	
Meeting Date	Present at meeting:
Intervention End Date	
Target grade/current grade	
Round Robin info from HoY: (achievement points, behaviour points, lates and attendance to school and lessons) Y/N	
Areas for Development: (please list)	

Improvement Strategies: (Please identify and list specific areas students can improve, including use of free time and guided learning sign in, attending P5 intervention, academic mentor guidance, meeting deadlines/HW, behaviour, lesson attendance)

Agreed with student at meeting	Achieved (Y/N)

Student Signature:
Parent/Carer Signature:
KS5 HoS and HoY Signature:
By signing this the student accepts the targets and that should they not meet them in the desired time period they may move on to the next stage of the process

Stage 4 Final Support Stage / Course Continuation Review Meeting Proforma

Stage 4 Learning Contract for:	
Subject(s):	
Meeting Date:	Present at meeting:
Intervention End Date:	
Target grade/current grade:	
Round Robin info from HoY (achievement points, behaviour points, lates and attendance to school and lessons) Y/N	
Careers Appointment requested (Y/N)	
Explained to student and parents the options if they fail to meet Stage 4 targets (Y/N)	
Areas for Development: (please list)	

Improvement Strategies (Please identify and list specific areas students can improve, including use of free time and guided learning sign in, attending P5 intervention, academic mentor guidance, meeting deadlines/HW, behaviour, lesson attendance)

Agreed with student at meeting	Achieved (Y/N)

Student Signature:
Parent/Carer Signature:
AHT and HoY Signature:
By signing this the student accepts the targets and that should they not meet them in the desired time period they cannot continue on their current course of study.

Appendix 2

KS5 Contract proformas for the Pastoral Process

Stage 1-3 Proforma

<table>
<tr><td>Meeting Date:</td><td>Present at meeting:</td></tr>
<tr><td colspan="2">Stage 1/Stage 2/Stage 3 (please delete)</td></tr>
<tr><td colspan="2">Review meeting Date (set at meeting):</td></tr>
<tr><td colspan="2">Areas for Development: (please list eg attendance, attainment, punctuality, uniform, attitude to learning, behaviour)</td></tr>
<tr><td colspan="2">Support given by outside agencies:</td></tr>
<tr><td colspan="2">Improvement Strategies: (Please identify and list specific areas students can improve, including use of free time and guided learning, attending intervention, meeting deadlines/HW, behaviour, lesson attendance, wellbeing check ins, wellbeing mentoring, mental health workshops, referral to outside agency)
<table>
<tr><td>Agreed with student at meeting</td><td>Achieved by review date (Y/N)</td></tr>
<tr><td></td><td></td></tr>
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</table></td></tr>
<tr><td colspan="2">Student Signature:</td></tr>
<tr><td colspan="2">Parent/Carer Signature/agreement:</td></tr>
<tr><td colspan="2">Form Tutor/Head of Year/Pastoral Lead Signature:</td></tr>
<tr><td colspan="2">By signing this the student accepts the targets and that should they not meet them in the desired time period they may move on to the next stage of the process</td></tr>
</table>

Stage 4 Final Support Stage / Course Continuation Review Meeting

Stage 4 Contract for:	
Subject(s):	
Meeting Date:	Present at meeting:
Intervention End Date:	
Target grade/current grade:	
Robin Robin info from HoY (achievement points, behaviour points, lates and attendance to school and lessons) Y/N	
Careers Appointment requested (Y/N)	
Support given by outside agencies:	
Explained to student and parents the options if they fail to meet Stage 4 targets (Y/N)	
Areas for Development: (please list)	

Improvement Strategies (Please identify and list specific areas students can improve, including use of free time and guided learning sign in, attending P5 intervention, academic mentor guidance, meeting deadlines/HW, behaviour, lesson attendance)

Agreed with student at meeting	Achieved (Y/N)

Student Signature:
Parent/Carer Signature:
AHT and HoY Signature:
By signing this the student accepts the targets and that should they not meet them in the desired time period they cannot continue on their current course of study.

Appendix 3 - Eligibility for Exam Entry

Students in the Sixth Form will normally be entered for the public examinations associated with the A-level or Level 3 courses for which they are enrolled. Exam entry is based on the student demonstrating the level of engagement and progress required to complete the course and to be adequately prepared for assessment.

Attendance and Engagement Expectations

Sixth Form students are expected to maintain high levels of attendance and punctuality, in line with the Attendance Policy. Regular attendance is essential for covering the full course content, completing internal assessments, and meeting the academic standards required for successful examination outcomes. Persistent low attendance or lack of engagement may indicate that a student is not in a position to achieve a meaningful result in the examination.

Circumstances in Which Exam Entries May Be Withdrawn

The school reserves the right to withdraw or decline exam entries where one or more of the following apply:

- The student has not demonstrated **sufficient engagement** with the course to complete the required content or assessment components.
- The student's **attendance is persistently low**, and this has significantly affected progress or the ability to meet course requirements.
- The student has **not completed mandatory internal assessments**, coursework, or non-examined components required by the exam board.
- The student has **not responded to interventions**, support strategies, or reasonable opportunities to improve attendance and engagement.
- The student's pattern of attendance or engagement suggests that sitting the examination would not be in their educational best interests.

Decisions will always be based on educational grounds and will not be used as a disciplinary sanction.

Process for Considering Withdrawal

Before any decision to withdraw an exam entry is made:

- The student and parent/carer will be **informed in writing** that exam entry is at risk and the reasons for this.
- A meeting will be offered with the student, parent/carer, and relevant staff (e.g., Head of Sixth Form, Deputy Headteacher) to discuss concerns and agree expectations for improvement.
- A review period may be set to allow the student an opportunity to demonstrate improved engagement.
- The school will consider any medical needs, disabilities, special educational needs, EHCP provision or recent personal circumstances and will make reasonable adjustments where appropriate. For students with an EHCP, the school will review whether all agreed support and access arrangements have been implemented before making decisions relating to examination entry or withdrawal.
- A final decision will be communicated in writing, with clear reasons and information about next steps.

Review of Decisions

Students and parents/carers may request a review of the decision by a senior leader not previously involved in the case. The review will consider whether the policy was applied fairly and whether all relevant information was taken into account.