

## Student Progress, Review and At Risk Policy and Procedure

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<b>Approved by:</b>	Principalship
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<b>Responsible Manager:</b>	Assistant Principal Student Experience
<b>Principalship Lead:</b>	Vice Principal Curriculum & Support
<b>Applicable to TMC:</b>	Yes
<b>Applicable to UCEN MCR:</b>	Yes
<b>Relevant to Total People:</b>	No
<b>Relevant to MOL:</b>	No
<b>Relevant to Novus:</b>	No

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### Introduction

The Manchester College and UCEN Manchester (hereafter called 'The College') is committed to identifying individuals who are At Risk of not achieving and to supporting all learners to overcome barriers to retention, achievement and progression. One-to-one support is integral and fundamental to all learning, the focus is on progress and achievement and the holistic support of students. 1-1 reviews support the early identification of individual needs and ensure that each student is working to an agreed and clearly understood action plan.

The College is committed to supporting learners to achieve their full potential and succeed on their course; supporting their personal development and welfare; reducing the impact of internal and external barriers to learning; developing employability skills and to support progression onto further study and employment.

This policy and procedure provides a structure that underpins an effective allocation of support based on a Blue, Green, Amber, Red and Purple risk rating, identifies the roles and responsibilities of key staff, and details the mechanisms in place to monitor, record and report on the impact of support measures on learner outcomes.

### Scope

The policy outlines the guidelines for supporting, monitoring and tracking of all learners using pre-populated reporting systems utilising information from enrolment and in-year learner progress and support.

This procedure shall be applied by all teaching and student support employees of The College (FE and HE).

Key Staff in implementation of the policy will be:

- Heads of Department Student Support / Curriculum
- Personal or Achievement Tutors (AT)

- Curriculum Tutors and Department Team Leaders
- Additional Learning Support (ALS) Managers and HoDs Supported Learning
- Assistant Principals
- Student Mentors / Student Experience Team Leaders / Support Workers

This policy should be viewed alongside the Student Disciplinary Policy and Procedure where relevant to ensure that the correct procedures are being followed.

*Please note: a learner can be on both an At Risk Action Plan and any stage of the Disciplinary procedure at the same time.*

### **Aims of the Policy**

At The College we prepare learners for employment and recognise the relationship between supporting learners and removing barriers to learning and progress in order to ensure a successful transition to employment.

The aims of this policy are to support students in achieving their full potential by:

- Recognising the difference between the need for support and the need for sanctions (where sanctions are appropriate, please refer to the Disciplinary Policy).
- Providing clear guidance about how to support students who give cause for concern, without instigating undue sanctions.
- Providing a clear framework for managing the learner support process.
- Promoting a respectful environment where students feel safe, supported and able to raise concerns.

### **ONE TO ONE REVIEW ENTITLEMENT:**

- All students will have a named/designated AT or Personal Tutor with responsibility for the delivery of 1-1 reviews and ensuring the student receives appropriate support via student mentors/SESW team.
- All full-time 16-18 students will engage in an initial review of starting points followed by a minimum of 4 progress reviews (1-1's) across their programme of study with the conversation and outcomes recorded on pro-monitor.
- All students identified, as 'At Risk' will be offered regular 1:1s as appropriate to their need with the conversation and outcomes recorded on pro-monitor.
- All staff will record, as appropriate, on-going learning conversations, including feedback and setting of SMART targets, to monitor progress on pro-monitor.
- In addition to the 1:1 Reviews, high need learners will complete a full annual Person Centred Review to inform an update of their Educational Health Care Plan (EHCP) and subsequent Personal Learning Plan (PLP) which will be conducted by the ALS team.
- Sensitive, confidential information will be recorded by the HoSS/ SM /Student Experience separately on 'My Concern'.
- All students will have a named next of kin contact recorded on the pro-monitor
- Parental/ carer engagement will be used to maximise attendance punctuality, behaviour and achievement (with the exception of UCEN Manchester students)

## **STUDENT PROGRESS AND REVIEW (SPAR) WEEKS:**

Throughout the year Student Progress and Review (SPAR) weeks are scheduled. During this time, students may undertake milestone assessments such as mock exams and their “At Risk” (BRAG) rating will be updated by Tutors and Mentors. SPAR weeks encompass 6-7 week periods throughout the academic year. During these periods every students will have a minimum of one SCHEDULED tutorial review with their respective Achievement / Personal Tutor or Mentor. By the end of this period, the students’ “At Risk” status will have been reviewed and updated and a summary comment made that will inform the Group Profile.

SPAR Weeks are scheduled as follows:

1. Week before the October half term
2. First full week in December
3. Last full week in January
4. 3<sup>rd</sup> week in March, or as soon as possible thereafter (Easter dependent)
5. Week before the May half term

## **AT RISK INDICATORS**

The College has identified that students from certain groups tend to perform less well on average than other groups. However, there are many ways a student might be identified as vulnerable and / or At Risk of underachievement or disengagement. For College, students will be considered to be At Risk of underachievement or disengagement if they:

- Have an identified disability or learning difficulty.
- Are from the Education Funding Agency (EFA) defined eligible groups – students who are in care or a care leaver; receiving income support, employment support allowance, disability living allowance or personal independence payments.
- Are in receipt of financial support from the College, including those in the College’s defined vulnerable categories, i.e. teenage parent, unaccompanied asylum seeker, young carer, youth offender or those whose family income is low.
- Have an unspent criminal conviction or a record of re-offending.
- Have an ongoing safeguarding issue.
- Have English as a second or other language.
- Have been previously identified as being vulnerable or At Risk by their school or local authority, including those with multi-agency support, poor attendance,
- Special Educational Needs (SEN) support or recipients of free school meals.
- Have been previously identified as vulnerable or At Risk by the College, including those withdrawn from programme.
- Have an initial assessment profile at entry 2 or below.
- Have not met the course entry requirements and a waiver has been applied.
- Are late starters to their programme.

At Risk categories will be used to track underlying risk factors and monitor outcomes, and to inform support allocation and staff training priorities. If required, these categories can be referred to the Student Experience Team via My Concern where appropriate.

Risk Category	Lead Team	Student Experience Team Reporting via My Concern
Persistent absence/ poor punctuality where extenuating circumstances mean that the Disciplinary Policy is inappropriate.	C / PT / SM	No
Academic Progress below target	C / PT / SM	No
Health related issues, including mental health	PT / SESW	Yes
Learner declaring a disability or learning difficulty	SL / C / PT / SM	No
Late starter	C / PT / SM	No
Learner supported by the High Needs block	SL / C / PT / SM	No
Personal emotional difficulties	C / PT / SM / SESW	Yes (if safeguarding issue)
Financial hardship	CAWS / C / PT / SM	Yes (if safeguarding issue)
Housing issues	CAWS / SESW / PT	Yes (if safeguarding issue)
Living Independently	PT / SESW	Yes (if safeguarding issue)
Have English as a second language	C / PT / SM	No
Have an initial assessment result of Entry 2 or below	C / PT / SM	No
Have not met course entry requirements, but a waiver has been applied	C / PT / SM	No
Learner identified as transgender or undergoing gender reassignment	SESW / PT / SM	Yes
Enrolment form requests "not to contact" parents	C / PT / SM / SESW	No
Immigration status	CAWS / SESW	Yes (if safeguarding issue)
Young Carer	C / PT / SM / SESW	Yes (if safeguarding issue)
Lone learner in group (eg female in all male group)	C / PT / SM	No
Looked After Child (LAC)	SESW / PT	Yes
Substance Misuse	SESW / PT / SM	Yes
Teenage pregnancy / parent	SESW / PT / SM	Yes
Unspent Criminal Conviction or history of re-offending	SESW / PT / SM	Yes

**Key:**

■ = At Risk ■ = My Concern

**C** = Curriculum

**PT** = Personal or Achievement Tutor

**SESW** = Student Experience Support Worker

**SM** = Student Mentor  
**CAWS** = Careers and Welfare Service  
**SL** = Supported Learning

**Please note:**

*All Safeguarding concerns must be reported using "My Concern"*

**AT RISK SCORING**


Considering all indicators the tutor will make an assessment regarding the students anticipated retention, achievement or progress target, as follows:

At Risk Rating	Meaning
Blue	Student ahead of target, or on target for high grades
Green*	Student at or on target
Amber	Student slightly behind target
Red	Student significantly At Risk
Purple	Student very unlikely to be retained, achieve or progress

\*All students will commence on a Green status, unless At Risk indicators lead to the judgment that it should be changed.

**RECORDING THE AT RISK STATUS ON PROMONITOR**

Course level:

- All tutors must take responsibility for updating the At Risk rating for every student on their course in accordance with the policy and schedule.
- The Tutor can access the Course element by editing the status using the  at the side of the enrolment.
- In addition, a brief, "At Risk" comment should be added which will populate the group profile.

Personal Level:

- The Personal / Achievement Tutor will update the overall At Risk rating (learner status) for the student by reviewing the individual course progress and other risk factors in accordance with the policy and schedule (as indicated by the coloured border around the students' photo on ProMonitor..
- Badges will be updated automatically, and will show against the student's profile picture (e.g. Amber rated student, with Attendance and Disciplinary flags).

**ACTION PLAN**

All students will have a single action plan on ProMonitor that is regularly reviewed and updated. If a student is moved to an Amber, Red or Purple risk rating then the Personal or Achievement Tutor will schedule more frequent interventions, additional to the scheduled tutorials (recorded on the student's ProMonitor record).

SMART targets will be recorded on the Action Plan. In this way, there is a single action plan that can be reviewed, monitored and updated by all tutors and staff involved in the progression of the individual student.

## **MONITORING AND RECORDING**

- Cohort Analysis to track outcomes for 'At Risk' learners
- Attendance and Punctuality Reports
- Retention and Achievement Rates
- ALPS data
- Individual Learning Plans (ILP's) on ProMonitor
- Support Plans
- Class profiles
- Curriculum Support Groups managed by the Heads of Department Tutorial and Support
- Student Experience Tracker documents
- At Risk Report data on number of learners at Blue, Green, Amber, Red or Purple Risk ratings.
- Individual Learner Support Summaries tracking Blue, Green, Amber, Red or Purple Risk ratings.
- QBR data

## **AT RISK REPORTING**

- The 'At Risk' report is available under Curriculum Reports, Learner Support 'LS01'.
- Summary 'At Risk' profiles by individual learner are available under Curriculum Reports, Learner Support 'LS02'.
- Class Profile report CL09
- The Progress and Forecasting Report 'LS10'
- Data is collated from initial enrolment (EBS) data and ProMonitor data provided by the learner when completing the 'Troubleshooting' section of the ILP (Under 'Strengths and Developments' for FE and 'Support' for HE learners).
- The report also tracks the number of learners who are risk rated as Blue, Green, Amber, Red or Purple. Clicking the top of each data column will provide a list of learners within each data category.

## **APPENDIX (included in this document)**

At Risk Support Plan Procedure

## **EQUALITY AND DIVERSITY**

Learners can expect an inclusive and supportive learning environment whatever their background. It is acknowledged as a part of this policy that achieving equality is not about the same approach for all learners but rather equality of opportunity is achieved by targeting resource and additional support to learners with additional barriers to success and progress which may be due to a number or combination of personal characteristics and a range of risk factors.

## **LINKED POLICIES AND PROCEDURES**

Safeguarding Scheme

Single Equality Scheme

Disciplinary Policy

Attendance and Punctuality Policy



**LOCATION AND ACCESS TO THIS POLICY**  
Staff Intranet

## AT RISK SUPPORT PLAN PROCEDURE

On enrolling with The Manchester College, all learners will automatically be identified as “**Green**” on their At Risk Support Plan.

Every learner’s At Risk Support Plan to be updated every 6 weeks as a minimum requirement by their assigned **Achievement Tutor/Personal Tutor**.

Learners who are exceeding their Target Grade and have an excellent disciplinary record to be identified as “**Blue**” on their At Risk Support Plan by their assigned **Achievement Tutor/Personal Tutor**.

Learners identified with any of the At Risk indicators (see At Risk Categories) at enrolment, or through prior information from the Transition Team, to be given the appropriate At Risk status by their assigned **Achievement Tutor/Personal Tutor**.

Learners identified as “**Amber**” on their At Risk Support Plan will have a 1:1 with an assigned **Student Mentor** every 2 weeks. The **Student Mentor** will amend the At Risk status as appropriate. All updates to be referred to the designated **Achievement Tutor**.

Learners identified as “**Red**” on their At Risk Support Plan will have a 1:1 with an assigned **Student Mentor** every week. The **Student Mentor** will amend the At Risk status as appropriate. All updates to be referred to the **Head of Student Support** and the designated **Achievement Tutor**.

Learners identified as being at imminent risk of withdrawal from their study programme will be rated as “**Purple**” and will have a 1:1 with an assigned **Student Mentor** every week. All updates to be referred to the **Head of Student Support** and the designated **Achievement Tutor**.



## Withdrawal / Completion/Transfer Process

**STAGE 1 – CAMPUS SPAR/CSG MEETING (fortnightly)**

- Students identified as at risk
- Chaired By HoD SS
- Specific Curriculum timeslots allocated

Attendees; Student Mentor, HoD Curriculum, HoD E&M/Essential Skills, Admin Support, SESW, Careers & Welfare, Achievement Tutor & Supported Learning

**STAGE 2 – ACTIONs/OUTCOME AGREED FROM MEETING PER STUDENT**

Withdrawal / Completion

All necessary register & evidence checks completed by HoD Curriculum

Withdrawal / Completion recorded on EBS Track by HoD Curriculum

Campus EAP01 checked weekly and submitted to AP's by HoD SS

Assistant Principal to approve

Central Admin Team to collate and send to MIS

MIS to process

Support Plan implemented

Continue to monitor and discuss impact of interventions at next SPAR Meeting

Transfer

Identify Suitable Transfer Option

HoD Curriculum to contact transfer HoD and arrange two-week trial

Achievement Tutors to monitor two-week trial and support Student

Outcome of two-week trial to be brought to next fortnightly Campus SPAR/CSG Meeting

Agreed transfer –HoD Curriculum to complete transfer form

Assistant Principal to approve

Central Admin Team to collate and send to MIS

MIS to process