



Dixons Allerton Academy

Post-16 Policy

Responsibility for Review: Senior Leadership Team

Vision

The vision of Post-16 provision at DAA is to provide an outstanding education and ensure that all scholars are ready to move into higher education regardless of their gender, disability, ethnicity, deprivation indicators, or any other personal circumstance. All scholars will be expected to be prepared for university or a real alternative. We will do whatever it takes to ensure scholars gain their **first life choice** past A level, whether that is into a university or a high-level apprenticeship. In order to fully prepare scholars, we will offer a curriculum of academic A-Levels and Level 3 Applied General (vocational), qualifications. A foundation programme based at DAA for our most vulnerable learners across the academy group is being developed for launch in September 2017. In addition to subjects, all scholars will engage in a high quality programme of Careers Education, Information and Guidance that complements our partnerships with higher education providers. To further prepare our scholars for life beyond DAA we will deliver a nationally recognized personal development programme that is supported by a host of top universities and training providers. Scholars will be accredited for activities they already take part in and be given practical opportunities to develop the following personal attributes; leadership, communication, resilience, organization and initiative. Through evidencing their experiences scholars will be able to prove that they possess the personal attributes essential for employability and life. Within DAA, Post-16 provision will be the lead in developing **independent learners** through outstanding teaching and learning and the use of technology to aid 'flipped learning. Our ethos of '**Reaching for the Stars**' will be reinforced through the key drivers of **mastery, purpose and self-determination**. They will help us instil a mind-set of **professionalism** that will make scholars more employable, beyond university or their high-level apprenticeship. High standards of behaviour and business dress will be expected at all times. We firmly believe at DAA that we are in an excellent position to develop an outstanding post-16 provision for the young people of Bradford that will challenge and inspire them to become the next generation of top professionals.

Post-16 Admissions

The Academy has a sixth form of around 220 scholars, although this may vary according to available places on some courses. Consideration for places on a course at DAA Post-16 will first be given to our own scholars who have studied with us in lower school. Currently we only offer level 3 courses as we do not have sufficient demand from our own scholars to offer level 2 courses beyond re-sit Maths and English to make this financially viable. The places that are offered to lower school will be offered according to the following criteria;

- Availability in terms of blocking and timetabling
- Academic suitability – level 3 courses all have entrance criteria based on our extensive professional experience of what is necessary to make a scholar successful at this level
- Appropriate attitude to work – level 3 courses demand scholars to have a strong interest and commitment to study
- Ability to work independently and without supervision – half of a scholars' time at level 3 is non-directed and scholars must have the requisite ability and will to work without direct teacher supervision
- Where the admission of the scholar does not undermine the effective education of other

scholars

Where a scholar who applies is not offered a place, the Academy will liaise with parents and offer regular support and information, advice and guidance. This will be offered both through our own Careers department and also through the Connexions impartial advisor. The Post-16 Manager initially co-ordinates offers for places, however, where there is dispute, the Principal makes the final decision.

Post-16 Curriculum

The Academy aims to ensure that the Post-16 curriculum fosters diversity, challenge and achievement. Scholars will be ready to meet the many challenges of adult life, including access to higher education and employment. We encourage scholars to understand the opportunities available to them. We help them develop the confidence to make the most of opportunities, whilst making a valuable contribution to society as a whole. With regards to the formal curriculum, the Academy aims to provide a broad based curriculum that emphasizes the importance of offering courses that suit the individual learner. As such, several pathways will be offered and scholars will be encouraged to undertake a programme of study that best reflects their learning-style and ability. As such, no one pathway is seen as correct, the profile of the individual scholar should be considered when offering subject options. All scholars are supported by a strong system of academic monitoring which takes into account individual scholar situation and potential.

The Academy recognises that Year 12 scholars do not always make a smooth transition from GCSEs to AS levels and as such teachers ensure that independent learning is something that is seen to be encouraged and developed rather than expected. Gradually, however, all teachers encourage independent learning and self-motivation amongst Post-16 scholars. This is achieved through structured schemes of work, a variety of teaching and learning styles and a strong emphasis on study-skills.

Overall Aims of the Curriculum

- The Post-16 curriculum should offer a wide range of Level 3 courses to our internal scholars who we will endeavor to place on courses which are suitable for them.
- It should also encourage our scholars to develop as well-rounded individuals as well as offering them the opportunity to gain the qualifications needed for further study or employment.
- External scholars will be recruited to fill any places not filled by our internal scholars. This may be through application to the Academy to become an Academy scholar, whilst remaining as a scholar at their own school.

Procedures

- The Post-16 curriculum offering will incorporate a variety of courses including those that reflect our Academy specialisms and those that promote personal development.
- The opportunity to re-sit English and Mathematics GCSEs is now compulsory. In addition, there will be an induction programme for all scholars to help them make a smooth transition to Post-16 study.
- Scholars will be given a subject offering that is suitable to their ability and allows them the best possible chance to fulfil their potential.
- All courses should have (where appropriate) opportunities for scholars to develop the functional skills of literacy, numeracy and ICT as well as personal learning and thinking skills. Throughout the duration of all courses, scholars should become more independent of the teacher and more capable of managing their own study employment. Activities to facilitate independence will be identified through schemes of work.

- Stretch, challenge and problem solving are key at Level 3 study to ensure that scholars are well prepared for higher education and employment.
- Post-16 personal advisors will encourage scholars' personal as well as intellectual development. Expectations for scholars' conduct are outlined in the home school agreement and code of conduct and will be revisited by personal advisors in regular interview sessions.
- All scholars undertake a thorough Careers and Guidance course with a great emphasis on effective decision-making, particularly in relation to higher education. This is supported by the Post-16 Manager, DPA for Year 12 and Post-16 Advisors.
- There will be many opportunities for scholars to develop their social and communication skills outside of the formal curriculum, for example, by working as mentors for younger scholars or assisting staff in teaching or preparing activities, being a member of the Scholar Council or Scholar Manager team. A programme of Active Citizenship and Enrichment is fully in place.

Pastoral Support, Information, Advice and Guidance

The Academy aims first and foremost to support scholars in what can be a difficult transition period from KS4 non-compulsory education to Post-16 education with its greater emphasis on independent learning. This support is given through the Pastoral system in a variety of ways, but particularly through a coherent Careers and Guidance programme, delivered by Form Advisors and monitored closely by the Post-16 Manager and Head of Year 12. Support for scholars continues throughout the scholars' time in Post-16 and guides the scholars from initial subject choices to considering suitable future pathways either in Higher Education, Further Education or Employment. The Academy continually encourages scholars to make informed decisions with expert guidance. This programme is supported wherever possible by links with outside agencies and also experience of real work situations.

The Post-16 Pastoral curriculum reflects the belief that education goes on beyond the formal academic curriculum. Scholars are encouraged to become skilled at assessing their own strengths and weaknesses and equipping themselves with enough information to make realistic and appropriate decisions in all areas of life, including career choices and moral, personal and religious values. Scholars are actively encouraged to be involved in the life of the whole Academy and see themselves as senior members of this community. This approach to Post-16 education can be described as valuing the development of the well-rounded individual.

Where scholars are particularly struggling to adapt to the demands of Post-16 life, or have difficulties outside of the Academy, the DPA or Post-16 Manager will monitor them carefully, involving parents as appropriate. In some cases scholars may be referred to the Academy Nurse who will consider whether expert support is needed.

Post-16 Scholar Financial Support

A Post-16 bursary is available. In the meantime, contact the Post 16 Scholar Support and Administrator for further information.

Signed by:

Date:

(Principal)

Signed by:

Date:

(Chair of Governors)