



Information for Parents

Introduction

This aims to provide you with the information most often requested by parents and guardians. We hope you find this information useful.

Our aim at Huddersfield New College is for all our students to achieve their potential. Throughout their course, we will encourage students to take more responsibility for their learning; individual targets will be set for achievement and subject tutors, personal tutors and students will review progress against these targets regularly. This booklet gives you details of this review process.

We understand the important role parents and guardians play in their son/daughter's success at the college and so we will inform you of your son/daughter's progress through our reports and parents evenings, as scheduled in this booklet. If there are problems, we will seek to identify these and provide support, involving and informing you, as necessary.

Your support is very much valued by the college. You are welcome to contact us with any concerns or comments you may have about your son/daughter's education at Huddersfield New College.

If you have any concerns or comments, please contact your son/daughter's personal tutor in the first instance or Mary Dawson, the Tutorial Manager.

You can, of course, contact me, Angela Williams, Principal.

I hope your son/daughter enjoys their time with us and that they are successful in their academic studies.

Angela Williams
Principal

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The College Day

The college day runs from 9am to 4.10pm. Lessons are either one hour or one hour fifteen minutes long and on average your son/ daughter will have around 20 hours of time-tabled lessons each week. They are expected to attend all time-tabled lessons punctually and to inform us by phone, if they are to be absent for any reason. You can phone the college on a dedicated absence number 01484 355105, to inform us of your son/daughter's absence.

WEEKLY TIME-TABLE

	9.00	10.15	10.30	11.45	11.50	12.50	12.50	1.50	1.50	3.05	3.10	4.10
Mon	A		F		E		E		B		D	
Tue	B		C		A		A		D		F	
Wed	9.00	10.00	10.05	11.05	11.20	12.20	12.25	1.25				
	C		D		B		E					
Thu	D		E		C		C		F		A	
Fri	E		A		F		F		C		B	

Holiday

The college does not authorise absences for holidays taken when students should be in lessons. Regular attendance at lessons is essential if your son/daughter is to succeed on his/her chosen courses. You also need to be aware that your son/daughter may be taking important external examinations in the summer of both the first and second year of the course. In some subjects, students also sit examinations in January of the Spring term. We would request, therefore, that you respect the term dates below and that you avoid taking holidays in term time. If this is unavoidable, please write to the principal as soon as is possible.

Pattern

[Term dates for 2009/2010](#)

[Term dates for 2010/2011](#)

Independent Study

In terms of what is expected outside of time-tabled lessons, your son/daughter will be set work regularly and although there may be peaks and troughs in the amount set, on average they should be doing between 10-20 hours of additional independent study each week. There is an excellent college library, study centre and IT support centre available for both independent and supported study throughout the college day. So, if your son/daughter appears to have hardly any work, you would be right to be worried and may want to contact us to discuss this further.

Many students benefit from undertaking part-time work. However, it is important to recognise that too much time away from studies can have a serious effect on final grades. Research indicates that 7 – 8 hours per week is about right.

Support

Academic and specialist support

The step up from GCSE to advanced level can be challenging. In the classroom, teachers make every effort to support everyone in their class to help them to achieve the best they can. However, there are times when students may need extra help to grasp a topic; equally support is available for students to extend themselves to achieve the higher grades available. To provide extra subject support for all levels of study the college has a Study Centre, staffed by teachers at the college in almost all subject areas enabling students to use support as required. Students can use this support simply by going to the study centre and arranging to see an appropriate teacher. The study centre can also be used for private study in addition to the Library. We try to provide specialist support wherever possible. We provide support for students with special skills and talents and those who may need help to access the curriculum.

Each year we support a considerable number of gifted students, students with special talents in sport, performing arts, art and design and a significant number of students with Dyslexia, Dyspraxia, physical disabilities and some with Autistic Spectrum Syndrome.

There are many opportunities to discuss particular aspects of support we need to put in place to help students to access our curriculum. Students should not hesitate to discuss these with staff during an Open Evening, at the initial admissions interview or at any point on their course.

Tutorial and Guidance

Each student is assigned a personal tutor who is responsible for their welfare and monitoring their progress and will be the first contact point for them whilst they are at college. The student and their personal tutor will start to draw up a detailed individual action plan during the induction period including any additional learning support. The whole process of action planning and review within the tutorial programme is validated by the key skill Improving Own Learning and Performance. The personal tutor will deliver the tutorial programme supported by the student welfare managers and the enhancement manager.

The tutorial programme includes areas such as:

- Citizenship, encompassing equal opportunities, beliefs and values, the environment and responsibility for the college ethos
- The Every Child Matters themes
- HE and job applications
- Preparation for work experience
- Student finance
- Health education
- European awareness

Each student has access to the careers guidance on request and be able to attend a series of careers workshops.

The role of the personal tutor is crucial to the learning process. Personal tutors support and guide students in their learning and track progress of all aspects of their programme of study. Further progression guidance on progression opportunities is provided by the college's careers staff. Students also have access to guidance on health and personal issues. Referrals to qualified counsellors are support by the 'Open Door' service.

Financial support

Many students receive Educational Maintenance Awards (EMAs). Bonus payments are available to students who attend and work well.

A college hardship fund is also available to support students with financial difficulties.

The Review Process

Progress Reviews

We have high expectations of our students and work with them closely on setting targets for their achievement and reviewing progress against these targets regularly, to ensure they reach their academic potential.

At set times in the college year, subject tutors and personal tutors will review your son/daughter's progress. During one-to-one interviews, subject tutors and personal tutors will use a range of information to support discussions on attendance, punctuality, commitment and attainment. At the end of the review, your son/daughter will draw up an action plan with personal targets for improving their performance. The review process is detailed below.

Date	Reviews (one-year students and first year advanced)
September	<p>All students will complete a number of assessments, both subject specific and general (cross-college diagnostic assessments).</p> <p>Teachers will discuss the results of the subject specific assessments; these will be recorded in their personal learning guide together with actions required to improve or develop further. Teachers will complete a brief initial review.</p> <p>For students on an advanced level course, GCSE grades achieved at school are used to provide a 'minimum target grade' for each subject. You will see this grade on all reviews. These will be used by teachers to help decide whether students are making appropriate progress. Students should be aiming to achieve a current working grade at or above the level of their minimum target grade.</p> <p>Personal tutors will discuss cross-college diagnostic assessments and initial assessments in each subject and to agree an overall action plan. You will be informed if we have concerns at this stage.</p>
November	<p>During the year subject teachers will regularly assess your son/daughter's progress and record the outcome in his/her personal learning guide. After 10 week's work, teachers will complete a review of progress to date and produce a subject review. Based on work this term teachers will indicate the grade your son/daughter is currently working at (current working grade) and will grade effort, quality of work and the ability to meet deadlines. Grades will be given for each of these three areas:</p> <p>Grade 1 means Excellent and consistent Grade 2 means Good overall Grade 3 means Satisfactory but there is room for improvement Grade 4 means Inconsistent and unsatisfactory with major concerns</p> <p>You will be sent a copy of this review.</p> <p>Tutors will discuss these subject reviews during their one-to-one sessions.</p> <p>Students should be working towards grades 1 and 2. Students with lower grades will be seen by a senior member of staff to agree targets for improvement.</p>

December	You will receive a written invitation to a parents' evening to discuss your son/daughter's progress.
March	Teachers will undertake a further review of progress to date. They will update the current working grade and provide a further review of effort, quality of work and the ability to meet deadlines (as above). Personal tutors will complete a tutor review based on progress to date by discussing the content of the subject reviews and the minimum target grades in detail; action plans will be refined to encourage continuous improvement. You will be sent a copy of this report.
April	You will be invited to a second parents' evening to discuss your son/daughter's progress.

During the second year of an advanced programme:

Date	Review
August	Tutors review grades achieved in year 1 and confirm or revise programmes for the second year. Students must achieve at least 2 AS (or equivalent) passes to progress to the second year. Note: Restarting an advanced level programme is only allowed in very exceptional circumstances., and only if places are available after new students have been enrolled
October	Subject teams review student progress and produce a predicted grade which is used in applications to Higher Education or employment,
November	Subject teams update current working grades and provide a review of effort, quality of work and the ability to meet deadlines using the 1-4 scale indicated above. You will be sent a copy of this review. Tutors will discuss these subject reviews during their one-to-one sessions. Underperforming students will be seen by a senior member of staff
December	You will receive a written invitation to a parents' evening to discuss your son/daughter's progress.

March	<p>A final review of progress. Teachers will update the current working grade and provide a further review of effort, quality of work and the ability to meet deadlines (as above).</p> <p>Personal tutors will complete a tutor review based on progress to date by discussing the content of the subject reviews and the minimum target grades in detail; action plans will be refined to encourage continuous improvement.</p> <p>You will be sent a copy of this report</p>
April	The final parents' evening.

Assessment and Examinations

Homework guidelines

Each A/AS level or equivalent course is timetabled for 4.5 hours per week; National Diploma courses, equivalent to 3 A levels are timetabled for 13.5 hours. It is expected that students will use an equivalent amount of time working outside the classroom. This work can be completed in learning centres in the college or at home.

The issuing of homework is given with a particular purpose in mind. This may be:

- to allow students and tutors to determine if work undertaken in class has been understood;
- to reinforce learning;
- to prepare for a future lesson, test or examination;
- to develop skills and understanding further through wider reading.

We expect all our students to view homework as an essential part of their learning and a tool to help raise achievement. Individual subject areas will determine the nature of the homework they set but all students can expect:

- a reasonable time allocation to complete the homework set;
- homework to be marked and returned within a reasonable period of time. As a general guideline, all homework should be marked and returned to students within 2 working weeks of it being handed in, although in many cases, this time period will be much shorter;
- written and/or verbal feedback on the quality of work undertaken, including guidelines on how to improve where appropriate.

Internal Assessments

Throughout the course subject tutors assess student progress using classroom activities, short tests and homework. It is very important that students organise themselves to complete work to given deadlines. If your son/daughter has a problem with meeting deadlines he/she should talk to the subject teacher and personal tutor **before** the deadline.

At key times of the programme your son/daughter may be given internal exams to check progress. It is important for students to prepare for these assessments if they are to be useful. Many students complete coursework/assignments as part of their course. Students should try to spread their workload to avoid leaving too much work to 'the last minute'. If your son/daughter feels under pressure with too many deadlines at the same time, it is important that he/she talks to the subject teacher or personal tutor.

Assessment details for each subject can be found in the **personal learning guide** which is issued to students at the start of the course.

External assessments

Courses are assessed through coursework and examinations. Some courses are assessed using 100% coursework, some through 100% examination and others a mixture of both.

It is important to have a balance between maximising time with teachers and providing study leave to prepare for exams. Note: those courses assessed using 100% coursework will not have study leave.

There will be no study leave for the January exams. If students have a morning exam they will be able to do final preparations for examinations the evening before. If students have an afternoon exam they will be able to use the morning to prepare. Students can make use of the support facilities in college (such as the Study Centre) to help or attend lessons in this subject if they occur. Absence from classes will be authorised for that morning but it is important that students let their teachers know.

In the summer, lessons will continue as long as possible, in some cases right up to the examination. This will help with revision. Study Leave will be kept to a minimum. If students have an exam before the start of Study Leave, they can use the morning sessions to prepare for an afternoon exam.

Advanced level students **must return to college after study leave.** During these few weeks, important work will be completed to prepare for the second year and there are a number of important activities for students regarding access to higher education.

Please do not arrange family holidays until the college year has ended.

Re-sitting Modules

It is important that student try to get it right first time. Universities will look at the final grades and the number of resits taken.

However, it is also important that students take into account the amount of work required by their course before deciding which modules to resit. Before a final decision is made, students should discuss their plans with teachers and tutors.

Students will need to pay the examination entry fee for each module resit. If the resit fee is not paid by the deadline date given the resit entry will be withdrawn.

Internal Progression

Progression to the second year of a course or to a higher-level course will be dependent on satisfactory levels of attainment and a good attitude to study.

Advanced Level year 1 to year 2

Students taking a range of subjects at AS level will be expected to pass (at grade E or above) at least **two** of these subjects, not including General Studies. Students taking a vocational course (National Diploma, Certificate or Award) will be expected to have successfully completed all of the first year work.

All students in the first year of a two-year course will have a progression review in March or April and will be asked to express their preferred year 2 programme. The details will be confirmed at the re-enrolment interview following the publication of the AS results in August.

Intermediate to advanced

Students will have a progression interview in January or February. To progress to an advanced level course, students should achieve at least a Merit grade on their vocational course. In addition, each advanced level course specifies a requirement

for either a grade C in English or a Grade C in Mathematics; students must have shown improvement in all areas of study. We expect the majority of students to progress to advanced level **vocational** courses.

Students who achieved 3 - 4 GCSEs at grades A* - C before starting the intermediate course can consider progressing to AS/A levels if they achieve the entry requirement for each AS qualification, a merit grade on their vocational course and a C grade in either English or Maths.

Foundation to intermediate

Students will have a progression interview in January or February. Students should achieve a Merit grade in the vocational course, achieve grade D standard on the English programme and improve the standard of their maths, ideally to achieve a level 2 qualification.

Progression to University or Employment

The majority of our students, completing advanced level courses, progress to University. Your son/daughter will be provided with guidance and support through their group and individual tutorial sessions on issues relating to applications to University or employment. The College's careers department works with our personal tutors to ensure your son/daughter is fully informed of the application processes, the writing of personal statements and how to research options.

In June the College organises a Higher Education Week during which students visit a University Open Day, attend a range of University and employment talks organised by and hosted at the College and start, with their personal tutor, the Higher Education application process and the writing of their personal statement.

Throughout the year your son or daughter can arrange a careers interview with one of our experienced team and you are very welcome to attend if you so wish.

In addition, there are organised events to help support you in terms of your son/daughter's progression from New College.

- In October a number of universities come into college to talk to students about the special agreements we have with them.
- In January we will provide an 'Oxbridge' evening which may be useful to year 12 students aspiring to Oxford or Cambridge University.
- In May we will provide a general Higher Education Evening for those unable to attend Kirklees events.
- In November, for students in year 13, we offer a series of talks by the careers team on 'What happens next after the Higher Education Application' and 'Alternatives to University'.

Expectations

Over the summer your son/daughter will have received the college expectations document. When students accept a place at the college they sign to say they agree to these expectations. In general we expect our students to:

- **have excellent attendance and punctuality;**

If a student is too ill to come to college someone must contact the college to let us know. You can phone the college on a dedicated absence number 01484 355105, to inform us of your son/daughter's absence.

- **have the right attitude to study by being prepared, being attentive in class and completing all work set.**

Bringing the right equipment to each class is very important. Students have been provided with a file, dividers and a pen to get them started. Subject areas will provide appropriate text books which should be returned at the end of the year. However, there are some items which students need to buy, such as a calculator for maths. If there are financial reasons why your son/daughter cannot bring the right equipment you should investigate the financial support systems available.

Whilst mobile phones are essential in an emergency, they are not appropriate in the classroom. It is important that students switch off mobile phones during lessons.

Students will be given homework or will have coursework to complete. Students will also have reading or learning/revision activities to complete. It is important that students complete all work set.

- **behave in a sensible way both in and around the college.**

We have very few rules but expect our students to treat others in college and the college buildings with respect.

As parents/guardians your support is extremely important. **You can therefore expect** to receive:

- an information booklet with answers to frequently asked questions.
- a calendar detailing key dates in the College year.
- an opportunity to meet with subject teachers on Parents' Evenings to discuss your son/daughter's progress.
- a personal link with the college through your son/daughter's personal tutor.
- a prompt response to any enquiry.
- reports indicating your son/daughter's progress
- contact when there is a problem with your son/daughter's attendance, punctuality or progress
- an appointment if you or the College need to discuss any aspect of your son/daughter's welfare or progress
- an invite to attend a Higher Education Evening at the college which will consider issues relating to finance and higher education.
- representation on the College's Corporation through the post of Parent Governor.

Whilst we expect students to take responsibility for their own learning, students need the support of their parents/guardians to meet our expectations of them. **We expect parents/guardians to**

- support the College's commitment to good attendance, punctuality and meeting deadlines
- inform the College if you are concerned about your son/daughter's progress
- inform the college of any changes in address, telephone number or personal circumstances
- contact the College when your son/daughter is unable to attend College
- attend Parents' Evenings

- respect term dates and avoid taking holidays in term time unless this is unavoidable.

The complaints and discipline systems

The complaints procedure

If your son/daughter has a problem which s/he feels stems from unfair treatment, either from a member of staff or as a result of a particular set of circumstances, the following procedure should help to resolve the problem.

Stage 1 Your son/daughter should talk to someone who may be able to help. This would normally be the individual(s) with whom s/he has the problem or his/her Personal Tutor, who may be able to intercede on his/her behalf. If the issue cannot be resolved at this stage, then s/he may wish to make a formal complaint through the following Formal Complaints Procedure.

Stage 2 If s/he wishes to make a formal complaint, s/he must first put the complaint in writing and pass it to Christine Woodrow, Assistant Principal (in the IT Centre). Action will then be taken to investigate and to find a satisfactory solution. If your son/daughter's complaint relates to teaching and learning, progress monitoring or assessment, it will be passed to the Assistant Principal (Curriculum, Teaching and Learning), Rob Walker, to follow up. If it relates to support and guidance, it will be handled by the Assistant Principal (Student Support & Guidance), Helen Smithson. There is also a separate policy and appeals process available for complaints relating to internal assessment; this is in the Personal Learning Guide for each subject.

Stage 3. Under normal circumstances, your son/daughter should expect some response within five working days from the appropriate Assistant Principal. This may involve a meeting. Your son/daughter may wish to be accompanied to any such meeting by a supporter, (parent/guardian, Personal Tutor, a friend). At this stage, your son/daughter would be required to submit a statement explaining his/her dissatisfaction with the processes. All the documentation will be considered and a meeting involving your son/daughter, appropriate College staff, a parent or guardian and the Assistant Principal. The purpose of this meeting is to reach an outcome that is satisfactory to all parties.

Stage 4. If there has been no satisfactory solution, or if the complaint is a very serious one, further investigation may be carried out on his/her behalf. This would involve one of the Assistant Principals not previously involved, or even the Principal in extreme circumstances. Your son/daughter has a right of appeal to the Governors. Their decision is final and binding on all parties.

Note:

Appeals relating to assessments include an opportunity to appeal to the exam board.

The Discipline Procedure

You will find the diagram showing the Discipline Procedure on the following page.

The vast majority of our students conform to our expectations. Our discipline system is designed to help those students who fail to meet our expectations to get back on track as quickly as possible.

The first 2 stages involve subject teachers and the Head of Department who will work closely with the student and set targets to improve. At stage 2 we will write to you to let you know the situation. If there are no improvements at this stage we will move onto more formal stages, again with a view to generating improvements. At stage 3, the first formal stage, we will invite you into college to discuss the matter face to face.

Exclusion is only used in extreme circumstances.

The discipline procedure is used in case of problems with attendance, punctuality, behaviour or attitude to study and related issues such as plagiarism.

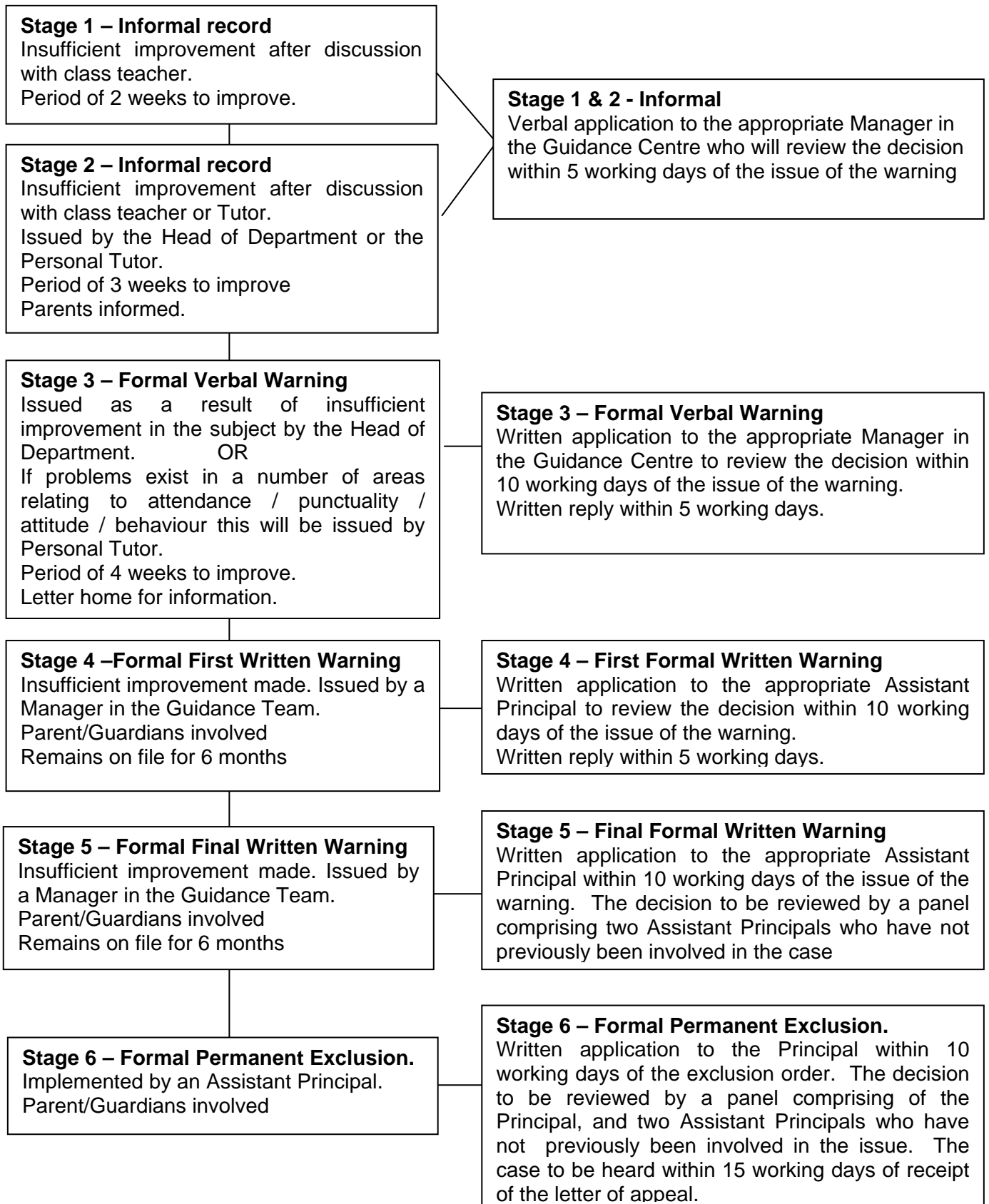
At all stages we aim to give guidance and support to enable the student to modify his/her behaviour and successfully complete the course

All students will be treated the same regardless of age.

In the case of unacceptable behaviour or a serious offence it may be necessary to temporarily exclude a student to allow for investigation and/or a cooling off period up to a maximum of 15 days. In this case the student will be sent home with a letter explaining what has happened. In these cases, students will start the process at stage 3, 4, 5 or 6, depending on the nature of the offence.

The Process

The Appeals Process



Please Note:

If at any point we are seriously concerned about your son/daughter's progress, you will be invited to come to the college to discuss this with us.

If you have any concerns about your son/daughter's progress at College you can make an appointment with his/her personal tutor at any time.

Contact details:

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Principal

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