# POST 16 ADMISSIONS POLICY 2017-2018

## APPLICATIONS AND ADMISSION TO YEAR 12

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<th><strong>Our plan for education to understand the world and change it for the better</strong></th>
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<td><strong>CURRICULUM</strong> Who we are</td>
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<td>Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.</td>
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<td><strong>INCLUSION</strong> What we do</td>
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<td>Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people’s independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.</td>
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<td><strong>COMMUNITY</strong> How we work</td>
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<td>Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.</td>
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Jon Bradshaw  
Governors Committee: Learning & Achievement  
Agreed by Governors: Nov 2018  
Review Date: Nov 2019
ENTRY INTO YEAR 12

1. We aim to offer a range of academic and vocational qualifications to our sixth form students at Level 3. Our admissions policy aims to ensure that students accepted into the sixth form are placed on appropriate courses where they are likely to succeed, and that the overall character of the sixth form is such that high standards and expectations for conduct and academic outcomes can be maintained.

2. All Thomas Tallis students in year 11 who meet our entry criteria will be actively encouraged to apply for the sixth form.

3. Our entry criteria are both behavioural and academic. Admission to the Sixth Form will be determined in accordance with the following criteria:
   a. Satisfactory conduct in lower school. Each applicant must have demonstrated a commitment to his or her studies pre-16, evidenced by their school or progress report and their school reference. We reserve the right to not offer a place to academically qualified students where there is evidence of unsatisfactory character. Evidence that this is so might be, but is not limited to, a poor disciplinary record and/or a history of fixed-term exclusions (whether internal or external) and/or where on the balance of probabilities we think that the applicant has committed an offence or offences punishable with permanent exclusion.
   b. Satisfactory attendance and punctuality in the lower school. We will normally expect attendance to be above 95% unless there is medical explanation of why this is not so.
   c. Achievement of 5 A* to C grades or equivalent in the new 1-9 grading, including Maths and English GCSEs at 4 or higher. We may in some rare cases accept students with 4 A*-C grades including either Maths or English at 4. Level 2 BTEC courses which attract points for more than one GCSE will count as a maximum of one GCSE. Other non-GCSE courses may be taken into account in borderline cases. There will be capacity to retake either Maths or English GCSE.
   d. Achievement of the minimum requirements for the subjects they have chosen to continue Post 16. These are reviewed from time to time. See our ‘Recommendations and Requirements’ document. We may in some very rare cases accept students who excel in one area of study such as Art but have only a 3 grade in Maths and English.
   e. That there is a suitable course available with a vacancy; group size will normally be capped at 30 but may vary depending on the nature of the subject and availability of resources.

4. Thomas Tallis Sixth Form offers places prior to Enrolment, not specific courses. The school reserves the right to set different academic entry qualifications for entry to various courses. These are publicly available through our website and are reviewed from time to time. The school also reserves the right to the final decision about the content of a student’s curriculum, in line with our ‘Pathways’ document and also taking into account the likelihood of a student’s success in each of his or her subjects.

5. We also accept external applications from students wishing to transfer from other institutions and will publicise ourselves at local events to encourage applications. Students are invited to attend the Open Evening in the autumn term, ‘Open Afternoon’ in late spring and ‘Taster Days’ in July so that their applications are well-informed.

6. If the number of applications exceeds the capacity of the sixth form or a subject is oversubscribed then the following criteria to select from those students who meet our academic entry requirements will be used in the following order:
   a. Students with an EHCP naming Thomas Tallis on the plan, providing they meet our academic entry criteria for the courses they wish to study
   b. Looked-after students (children in public care)
   c. Internal students will be prioritised over external students
   d. Students who will be attempting Year 12 courses for the first time over those in Year 13 or older
   e. Quality of the reference (and interview, if there is one), including attitude to learning
   f. Students who have siblings already at the school
   g. Students who live nearest to the school

7. Applicants to Thomas Tallis Post 16 Centre apply via the online application form available on the Post 16 website. In the main we will not interview external candidates but will judge suitability based on reference and information provided by a candidate’s school. We may choose to
interview marginal candidates and candidates who seem to us to have made unusual course choices.

8. If parents/carers are considering whether Thomas Tallis School should be named on their child’s Education Health Care Plan, the school should be involved in the appropriate review. If we think our provision will be inadequate for the child’s needs, or there is evidence that admitting the applicant would have a detrimental impact on the learning of other students, we will raise a concern. Where an EHCP has been agreed naming Thomas Tallis School, we will automatically offer a place, provided the student meets the entry requirements for the Sixth Form as detailed on our website and elsewhere.

9. Applications from overseas students whose home is not in the UK or who have non-UK qualifications will be considered on an individual basis.

10. All students are asked to select provisional course preferences on application. This is not a firm commitment and they will be able to reconsider their options at enrolment after the GCSE results have been published. All internal students will be interviewed to discuss their intended pathway (laid out in our Pathways document) and so that we can offer guidance with regard to future progression.

11. Applications received by the published deadline will be considered first. Late applications (those submitted after the published deadline) will be considered after all on-time applications unless exceptional circumstances merit earlier consideration. We may give such applicants a lower priority than those received on time. We may choose to speak to late applicants only after the start of the academic year once the availability of places is known.

12. In order to establish student suitability to take demanding A-level courses where national research shows that KS4 performance information may not be sufficiently indicative of potential (such as the sciences, maths, economics, psychology), the school may choose to set additional Induction Tests (which draw on previously taught GCSE material only) to check that it is soundly understood. We will explain this on our website and during Taster Week. Students who do not achieve the pass mark in a subject’s Induction Test will not be allowed to pursue that subject. The pass mark in the Induction test will normally be set so that a clear majority of students who attain it will go on to obtain an E or better at A-level.

13. To remain on roll, all students in the sixth form in Year 12 or Year 13 must study a minimum of three A-level equivalent courses in each year of study, and no student will remain on roll with fewer than three courses in the curriculum (but see 15 below). If in Year 14 each student must study enough courses to mean that at the end of Year 14 they will have completed a minimum of three A2-level equivalent courses. Except in the case of looked-after children or children with an EHCP, the sixth form will not admit students to Year 15.

14. The school reserves the right to remove students from individual courses where a student’s approach to the course falls below Tallis’s high standards. These standards are laid out in our Disciplinary Policy, which also explains the grounds on which we may remove students from the sixth form entirely. The school will, where possible, offer alternative courses if we wish to remove a child from a particular course, but, particularly mid-year, it may not be possible to do so. Removal from a course will normally be discussed in advance with parents and/or carers, and a chance given to reach minimum standards before removal occurs.

15. The only exception to this policy concerns students applying for Art Foundation courses who may, at the school’s discretion, be allowed to pursue two A-level equivalent courses in Year 13.

16. Students failing to meet entry requirements may still be admitted to courses if there are exceptional and extenuating circumstances supported by evidence. For example, a student may be able to claim special consideration if a medical condition exists (supported by a doctor’s note) that has significantly influenced GCSE results in comparison to the predicted outcomes. Such cases will be considered on their individual merits.

17. If there is insufficient demand to make a particular course viable, the course may not run in September despite being advertised in our Prospectus earlier in an academic year. We would normally look to have at least fifteen students on a Year 12 course. Some courses (e.g. further maths, the languages, music, dance) are exempt from this requirement for the present. This list of exemptions to our normal class size rule is reviewed every year.

18. The normal admission age is 16 and so students will become 17 during their Year 12 school year. Individual students under the normal admission age for post-16 education may be admitted on a case-by-case basis provided they have completed Level 2 qualifications as detailed above. Tallis
is a 16-19 centre and so we will not normally admit students who will be older than 19 at the conclusion of their studies.

19. Individual students over the normal admission age who have already attempted Year 12, whether at another centre or at Tallis, will be admitted subject to satisfactory reference and an interview if necessary. However, when we are oversubscribed, the normal time of such interviews will be early in September once term has started and course vacancies are clear. Hence, such students will not be given priority when choosing courses: ‘first-time’ year 12 students will be prioritised instead.

20. We may choose to offer a place to a student about whom we have reservations, and in such circumstances it will be normal to put such a student ‘On Contract’ until the October Census requires us to report a student as formally enrolled. Prior to the Census, we may choose to withdraw our offer of a place if such a student does not meet our disciplinary standards. This will not be considered as a permanent exclusion under our Disciplinary Code as students are not formally enrolled until the Census return is completed.

21. For reasons relating to funding, and for other reasons, any internal student repeating Year 12 must do so with a different selection of courses. The school will not let students who have failed challenging courses elsewhere (such as, but not limited to, maths, the sciences, economics, psychology) restart the same courses at Tallis and if we are able to offer such students a place it will almost invariably be to study different courses included in our offer where there is a better chance of their success.

22. The post-16 admission is currently limited to 540 students in total which means approximately 320 students in Year 12. However this is also dependent on course availability as previously referenced.

ENTRY INTO YEAR 13

23. Entry directly into Year 13 for external applicants will depend on the courses required, the availability of a place within that group and the student’s results and progress made in Year 12. We require evidence in the form of a good reference that the applicant is likely to go on to complete courses successfully and has a good attitude to learning. Examination Board compatibility is also required. We also require that students continue at least three subjects, and that in each subject they wish to continue they have achieved a D or higher in their end of first year exams.

24. If there is insufficient demand to make a particular course viable in Year 13, the course may not run. We would normally look to have at least fifteen students on a course, and for students to have reasonable prospects of success in a subject. However, whether to run a course is up to the school.

25. Progression to Year 13 is not automatic. Thomas Tallis automatically reenrolls Year 12 students onto Year 13 courses only if the standards laid out in this paragraph are met.
   a. To continue with an A-level course a student must have achieved a D or above in the subject in their end of Year 12 exams.
   b. To continue with a BTEC course, a student must be in line to achieve at least a Merit or above in the subject, unless the student’s ALPS is a P only (see 27. below).
   c. Students must meet our A-level and BTEC progression standards in at least three A-level equivalent subjects.
   d. Students must have greater than 95% attendance and no unauthorised absence, except in the case of students with known mental or physical health concerns under the supervision of a hospital consultant.
   e. There must be no outstanding disciplinary concerns known to the Head of Year 12. Where a written warning has been given to a student about conduct, a student must have met any conditions specified in the warning.

26. Where students have not met the automatic progression standards specified in 25a and 25b above:
   a. Where a child is predicted E’s or U’s in three subjects, we will strongly recommend that a child restarts new courses either at Tallis or at another centre. A meeting will be arranged to discuss our concerns with students and parents.
   b. Where a child is underperforming in one or two subjects, we may in some cases offer a student alternative two-year A-level courses or equivalent to make up the minimum of three. This means that a student will be a ‘Year 14’ student in due course. Our normal conditions for such an offer are that our standard admission requirements for each new course must be met, attendance must be greater than 95% with no unauthorized absence, and there must be no outstanding disciplinary concerns. As in 19., above, Year 12 students
will have priority for places on courses.

c. Students may choose to continue with A-level courses that we think they are going to fail and the school will offer as much support as we can to such students, but in such cases we will make it clear that continuation is against our advice.

27. Where students are studying BTEC courses, have an ALPS of P and are predicted P grades for their BTEC, the school may choose to allow students to progress into Year 13.

28. Students who, during the year, do not meet the disciplinary standards in 25d or 25e, will be dealt with using our Disciplinary Policy. The Head of Year will normally write to the parents of such students just before or just after Easter to advise them that the student will have to apply to another centre if matters do not radically improve.

ENTRY INTO YEAR 14

29. Some students seek to stay on at Tallis to complete a qualification they began only in their second year of sixth form study. Progression to Year 14 is not automatic. Thomas Tallis reenrolls Year 13 students onto Year 14 courses automatically only if the standards below are met:
   a. To continue with an A-level course a student must have achieved a D or above in the subject in their end of year exams.
   b. To continue with a BTEC course, a student must be in line to achieve a Merit or above in the subject.
   c. Students must have greater than 95% attendance and no unauthorised absence, except in the case of students with known mental or physical health concerns under the supervision of a hospital consultant.
   d. There must be no outstanding disciplinary concerns known to the Head of Year 13. Where a written warning has been given to a student about conduct, a student must have met any conditions specified in the warning.
   e. In some cases (for example, where a syllabus has changed or a class does not have sufficient numbers to run) Tallis may be able to act as an exam centre only and Year 14 students will have to self-study for examinations.
   f. Where a candidate for Year 14 study is marginal, we may place such a student on a Disciplinary Contract and withdraw our offer of a Year 14 place if the conditions in the contract are not met.

RETAKING A-LEVEL EXAMINATIONS

30. Retaking is by agreement with the school only, and in the main we do not let children retake A-levels, particularly if a student has achieved in line with staff expectation in a subject.

31. There may be extenuating circumstances (such as consultant-authorised medical absence or social services involvement) where the Head of Year will make an exception to our general rules about retaking examinations.

32. All students must pay for their retakes, in line with our long-standing custom.

33. Taught retakes
   a. We are not funded for students to be taught for retake examinations.
   b. We will only allow students to audit classes for retake purposes where we have space in the relevant A-level class and the full agreement of the teaching staff.

34. Number of retakes
   a. The school will generally allow one subject to be retaken.
   b. We will only in very few circumstances allow two subjects to be retaken.
   c. We will not allow students to retake three subjects.

35. Manifest commitment to study
   a. We will only allow retakes if a student is deemed to have worked consistently in Year 13, and if a student’s attendance and punctuality for Year 13 is well over 95%.
   b. If at any point during the academic year it dips below these figures, the retake offer will be withdrawn.

36. Private entries
   a. The school is prepared to enter students as private candidates for retakes.
b. Where this agreement is reached, the school can take no responsibility for student achievement and teaching staff will not be formally involved in preparing students for examination.

37. Retaking A-levels when a child is in ‘Year 14’.
   a. At our discretion, we will allow ‘Year 14’ students to retake papers from qualifications completed in Year 13.

APPEALS

38. Students who are refused a place in either Year 12 or 13 are entitled to appeal to the Headteacher who may refer to the governing body to arrange an independent appeals panel. Appeals should be based on a belief that the student has met the required criteria for admission to the Post-16 center and that the entry requirements have not been applied fairly and consistently. Appeals may be lodged by either the parent or the student.