



Work Performance and Disciplinary Policy

Updated: July 2025

Approval: August 2025

Implementation: September 2025

Review: June 2026

1 Introduction

- 1.1 Reigate College has one of the highest course completion rates in the country. The objective of this policy is to ensure that, where a student's work performance is below an acceptable level, they can successfully re-engage with the course. When a student enrolls for a course at the College, there is an expectation of the student to work hard to fulfil or exceed their potential. All students are enrolled onto a two-year programme.
- 1.2 Progression and examination entry should be seen as an 'entitlement' for students who demonstrate a high level of commitment to their studies, including good attendance and punctuality.
- 1.3 In order to progress, students need to meet the requirements as outlined in the Level 3 Progression Policy. This policy works in conjunction with that policy.
- 1.4 The term 'examination' is also taken to mean other forms of external assessment, for example A Level examinations, Non-Examined Assessment (NEA), A Level equivalent coursework modules, controlled assessments etc.
- 1.5 The College receives its funding from the Department for Education and the current regulations regarding the charging of fees for examinations, re-sits and administrative services is shown in the separate Charging Policy.
- 1.6 Parents are politely reminded that the College Portal should be regularly reviewed to see relevant comments from members of staff and up to date attendance and punctuality data.

2 Disability and Reasonable Adjustments

- 2.1 The College will comply with the Equality Act and make reasonable adjustments to its processes, procedures and decision-making as reasonable and relevant.
- 2.2 Should a student consider that they require reasonable adjustments to engage in College study and activities and fulfil their potential at the College, the College encourages all students to discuss this with an appropriate member of staff at the earliest opportunity. For full details students and parents/guardians should read the [Health, Wellbeing and Fitness to Study Policy](#) along with [Learning Support Policy](#) found on the College website.

3 Overview

- 3.1 At the start of the academic year, a student's examination status will be 'Progression' for Lower Sixth and 'Entry' for Upper Sixth in all subjects.
- 3.2 As the academic year progresses, where there is cause for concern in respect of a student's approach and/or commitment to studies and their performance in respect of the same, a student may progress through a three staged disciplinary process. It is expected that only a minority of students will require the instigation of the disciplinary process whilst at Reigate College.
- 3.3 Throughout the academic year, each subject teacher/s will complete Interim reports based on consideration of the following performance indicators at Interim report windows:
 - Work Performance
 - Independence, Class Ethic and behaviour and the ability to meet deadlines.
 - Meeting deadlines for the submission of homework and coursework, and the quality of the work produced.
 - A comparison of the target grade and current working grade
 - Actual and adjusted attendance in lessons/study activities and punctuality. For full details students and parents/guardians should read the [Attendance and Punctuality Policy](#) on the College website.

4 Work performance

- 4.1 Interim Reports are published in each subject approximately every six weeks until late March for Upper Sixth students and June for Lower Sixth and Intermediate Students. They provide a regular overview of a student's work performance by their subject teachers.
- 4.2 Students are graded 4-1 by their teachers in three key areas (Independence, Class Ethic, Deadlines) using the following matrix:

Independence - Without the class teacher / Outside the classroom

Factors to consider	4 - Excellent	3 - Good	2 - Requires Improvement	1 -Unacceptable
<ul style="list-style-type: none"> - Attendance: action when absent/late - Independent work quality: Structured Learning / Homework / Preparing for KA - NEA/Internal assignments (BTEC/CTEC): quality 	<p>Attendance/Punctuality: student always requested/accessed the work when absent or late and completed all missed work independently</p> <p>Independent work quality: student fully completed all independent work to the best of their ability</p> <p>NEA/Internal assignments: student submitted work that was fully completed to the best of their ability</p>	<p>Attendance/Punctuality: student normally requested/accessed the work when absent or late and attempted to complete the work independently</p> <p>Independent work quality: student completed independent work, although some sections needed further detail</p> <p>NEA/Internal assignments: student submitted work that was complete, although some sections required further detail</p>	<p>Attendance/Punctuality: student never requested/accessed the work when absent or late and only attempted to complete the missed work when prompted</p> <p>Independent work quality: student often did not attempt or complete independent work</p> <p>NEA/Internal assignments: student submitted work that lacked detail, with some sections incomplete or not attempted</p>	<p>Attendance/Punctuality: student never requested/accessed or attempted to complete the missed work when absent or late</p> <p>Independent work quality: student rarely attempted or did not complete independent work</p> <p>NEA/Internal assignments: student submitted incomplete or no work</p> <p>A minimum of one CfC was sent in this reporting period for Independence</p>

Class Ethic - With the class teacher / Inside the classroom

Factors to consider	4 - Excellent	3 - Good	2 - Requires Improvement	1 -Unacceptable
<ul style="list-style-type: none"> - Class activities participation: contributions / paired work / group work - Behaviour, focus and work ethic - Attitude to Learning: response to support / advice / feedback; being prepared for the lesson (resources); ready to learn / Plus 	<p>Participation and behaviour: student actively participated in all class activities; they completed all lesson activities to the best of their ability; their behaviour was always exemplary</p> <p>Attitude to Learning: student responded positively to support / advice / feedback, proactively taking steps to develop all their work. Student was always fully prepared and ready to learn</p>	<p>Participation and behaviour: student participated in class activities during most of the lesson although some of their work required further detail. Student was focused and their behaviour was positive to learning. They quickly corrected any infrequent off-task occasions in response to the teacher</p> <p>Attitude to Learning: student responded positively to support / advice / feedback but needed further direction to act to develop their work. Student was normally prepared and ready to learn</p>	<p>Participation and behaviour: student was inconsistent in their approach, at times choosing not to participate in class activities or complete classwork. Student was distracted or distracted others, with repeated reminders from the teacher for off-task behaviour</p> <p>Attitude to Learning: student was inconsistent in their approach, choosing not to always act on the support / advice / feedback to develop their work. Student was often not fully prepared or ready to learn</p>	<p>Participation and behaviour: student consistently chose not to participate in class activities or complete classwork. Student was disruptive and required repeated teacher interventions and support from Senior Staff</p> <p>Attitude to Learning: student did not act on support / advice / feedback to develop their work. Student was rarely prepared or ready to learn. There may be evidence of work malpractice</p> <p>A minimum of one CfC was sent in this reporting period for Class Ethic</p>

Deadlines

Factors to consider	4 - Excellent	3 - Good	2 - Requires Improvement	1 -Unacceptable
<ul style="list-style-type: none"> - Structured Learning - Homework - NEA – interim deadlines - Internally assignments - BTEC/CTEC 1st and resubmissions 	<p>Student completed and submitted all the work set by the deadline</p>	<p>Student completed and submitted most of the work set by the deadline</p> <p>Student requested extended deadlines.</p> <p>Student completed and submitted all the work set by the extended deadline</p>	<p>Student repeatedly did not complete and submit the work set by deadline</p> <p>Student regularly needed an extended deadline. Student did not complete and submit all the work set by the extended deadline</p>	<p>Student completed and submitted very little/none of the work set by the original or extended deadline</p> <p>A minimum of one CfC was sent in this reporting period for Deadlines</p>

4.3 Where there is a cause for concern in a subject, either following an Interim Report or at any other time, the situation will be discussed with the student and clear targets will be set. If there is no substantial improvement in work performance within a set timeframe, the student will be subject to the staged disciplinary process. The most serious stage of the disciplinary process is Stage 3 (Non-Progression or Fee Charging). The parent/guardian(s) will be kept informed via email at all stages and a record will be kept on the student's Individual Learning Plan (ILP) on the Portal.

4.4 Students who are made Stage 3 (Non-Progression or Fee Charging) status for work performance in GCSE Mathematics and GCSE English Language, will be made Non-Progression or Fee Charging for all subjects. It is a government requirement that students who have not yet obtained a grade 4 in these subjects, must continue to study these subjects until they do.

5 Procedures

5.1 A teacher will monitor their students throughout the Interim Report window and concerns are addressed at the time with the student. ILP entries are made as required.

5.2 If a student does not respond positively to a concern being raised within a set timeframe, a Cause for Concern email will be sent to the student and the parent/guardian will be copied in.

5.3 A teacher will complete their Interim Report following the guidance in 4.2 and ensure that the appropriate steps have been taken in the current interim report window. **A student's failure to follow the guidance given in respect of the Interim Report, could impact on the outcome of any disciplinary process.**

Interim Report Grading	Appropriate Step
4 4 4	Commendation email sent to the student within the reporting period
One grade 2	There must be an ILP comment in this reporting period, which includes relevant evidence for the cause for concern
Two or more grade 2s	A Cause for Concern (CfC) email must have been sent in this reporting period
Any grade 1	A Cause for Concern (CfC) email must have been sent in this reporting period relating to the area (Independence, Class Ethic or Deadlines). Head of Department (HoD) must be aware of the student concern and support already in place
Attendance/punctuality below 95% Adjusted	This is reported on the Interim Report, the process is covered in the Attendance and Punctuality Policy

5.4 Based on the Interim Report from each subject the following will happen (subject to Pastoral team approval):

Interim Report Score	Progression/Entry	Already Stage 1	Already Stage 2	Already Stage 3
Average Greater than 2	No Change	Off Disciplinary	Move to Stage 1	Move to Stage 2
Average of 2 (does not include a 1)	Stage 1	Remain on Stage 1	Remain on Stage 2	Remain on Stage 3
Average of 2 (includes a 1)	Stage 1	Move to Stage 2	Move to Stage 3	Non-Progression/ Fee Charging
Average of less than 2	Stage 1	Move to Stage 2	Move to Stage 3	Non-Progression/ Fee Charging

5.5 Stages

After the interim report window, based on the data the following may happen.

5.5.1 Stage One: Teacher intervention

- The teacher continues to monitor the student, with regular communication with the student and their parent/guardian where appropriate
- Any cause for concern is documented on the ILP by the teacher with clear targets for the student to make the required improvements
- CfC emails are sent to the student, copying in the parent/guardian where appropriate
- The student is supported to improve. The teacher considers adding additional interventions
- Progress is monitored and the outcome is reflected in the next Interim Report. The student may move up, stay the same, or move down a Work Performance Stage in accordance with the procedure in 5.2

5.5.2 Stage Two: Head of Department/Course Leader intervention

- The student is spoken to by the Head of Department/Course Leader
- Clear targets are agreed and documented on the student ILP
- The teacher continues to support the student to make the required improvements. Further interventions are added as appropriate
- Progress is monitored by the teacher along with the Head of Department/Course Leader with ILP entries made and CfC emails are sent to the student, copying in the parent/guardian where appropriate
- The outcome of progress is reflected in the next Interim Report. The student may move up, stay the same, or move down a Work Performance Stage in accordance with the procedure in 5.2

5.5.3 Stage Three: Non-Progression/Charged Entry

- A meeting is arranged with the student, parent/guardian, Head of Department and a Senior Member of staff to explain the process of Non-Progression/Fee Charging
- Clear targets are agreed and documented on the student ILP
- Regular 'Check ins' are arranged with the Senior Member of Staff and the student to review their progress
- Progress is monitored by the teacher along with the Head of Department/Course Leader with ILP entries made. The outcome of progress is reflected in the next Interim Report. The student may move up, stay the same, or move down a Work Performance Stage in accordance with the procedure in 5.2

6 Stage Three Outcome

- 6.1 Where a student does not meet the targets set for them at a Stage Three meeting, and the subsequent Interim Report has been completed, the Senior member of staff will make a recommendation to the Principal of Non-Progression (Lower Sixth) or Fee Charging (Upper Sixth/Intermediate) based on the following:

Upper Sixth and Intermediate

- Interim Report data (after Stage 3), including attendance and punctuality data
- Comments on the Individual Learning Plan (ILP)
- An assessment of whether the SMART targets have been met

Lower Sixth

- Interim Report data (after Stage 3), including attendance and punctuality data
- Comments on Individual Learning Plan (ILP)
- An assessment of whether SMART targets have been met

6.2 Fee Charging – The student and the parent/guardian will be invoiced for the entry fee for the examinations as detailed in the Charging Policy. Failure to pay the charge before the exam, could result in the student being unable to sit their assessment. This in accordance with ESFA guidance which states:

6.2.1 “Institutions can apply reasonable conditions of attendance in order to qualify for free examination entry”.

6.2.2 “Institutions can charge for examinations and re-sits as follows: - where the required attendance or completion of work has not been achieved”.

6.3 Non-Progression: The student will immediately be removed from the course and will no longer attend lessons. A student may be offered an additional programme if one is available. Where a student has only one remaining single sized subject, they may be considered to no longer have a viable programme of study and may be asked to leave College, this would be considered a permanent exclusion.

6.4 The final decision will be made by a member of the Senior Leadership team, unless the outcome for a Lower Sixth student could result in permanent exclusion and the student being asked to leave the college, in which case the Principal would make the final decision.

7 Upper Sixth

7.1 If a student is Stage 3 in a subject after the first year, and they are allowed to progress to the Upper Sixth year, they will be considered to start the year on Stage 2. All students will move down a stage from Lower Sixth to Upper Sixth.

8 Examinations and coursework

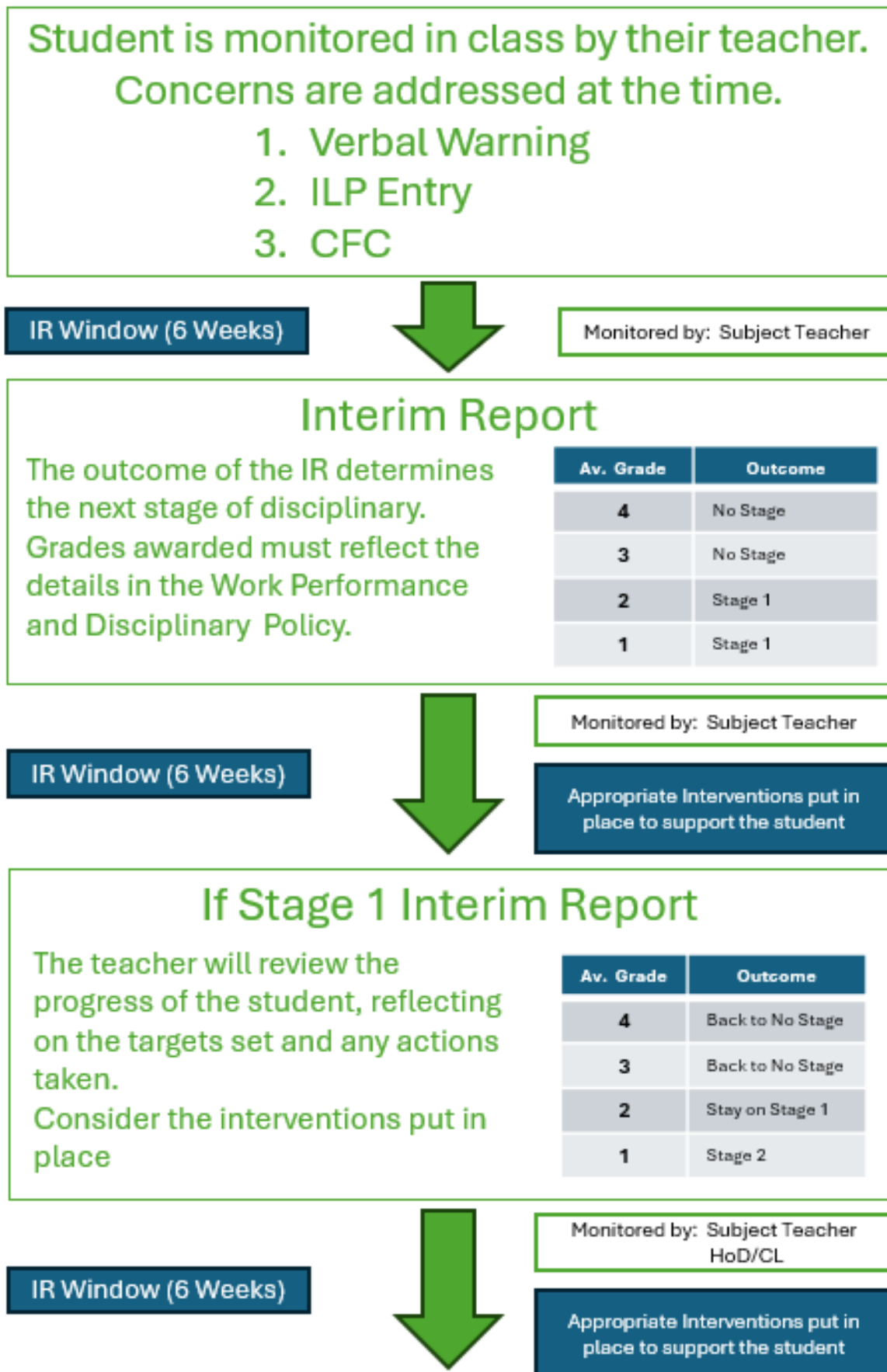
8.1 Any student who fails to produce coursework by the required date, or whose coursework is of a wholly unacceptable quality, may be charged for the examination in that subject, in accordance with ESFA guidance which states:

8.1.1 “Institutions can charge for examinations and re-sits as follows: - where the required attendance or completion of work has not been achieved”.

8.2 Any student who fails to attend an external examination paper, and who is unable to provide an acceptable reason for their absence, may be withdrawn from any subsequent examination papers in that subject and/or have their marks disaggregated (that is, a grade will not be awarded). As stated in the [Charging Policy](#) the student, or their parent/guardian, will be invoiced for the full cost of the subject entry or aggregation of marks.

8.3 A student may re-sit an examination paper at the College, at the discretion of the College, providing that the College is offering the subject module, and they have the support of the Head of Department. In such cases, the student will be charged an entry fee per examination module. This does not apply to former students.

- 8.4 A student may apply for a review of marking of an examination paper, or the return of an examination script, preferably following a discussion with the Head of Department. In such cases, the student will be charged the full cost of the review of marking/return plus an administration charge per examination module/script.
- 8.5 The College may subsidise the payment of examination fees, for example, where the student or their parent/guardian, are experiencing financial hardship, except for examination fees resulting from a failure to improve their commitment. Any such decision will be made by a member of the Senior Leadership Team.



If Stage 2 Interim Report

The teacher will review the progress of the student, reflecting on the targets set and any actions taken. Consider the interventions put in place

Av. Grade	Outcome
4	Back to Stage 1
3	Back to Stage 1
2	Stay on Stage 2
1	Stage 3

IR Window (6 Weeks)

Monitored by: Subject Teacher
HoD/CL
Senior Member of Staff

Appropriate Interventions put in place to support the student

If Stage 3 Interim Report

The teacher will review the progress of the student, reflecting on the targets set and any actions taken. Consider the interventions put in place

Av. Grade	Outcome
4	Back to Stage 2
3	Back to Stage 2
2	Remain on Stage 3
1	See Outcome

Outcome

If all processes have been followed, support has been offered, and it is approved by the Pastoral Team

- L6 – Removed from Course
- U6 - Fee Charged