

Academic Exclusions Policy

King's College London
Mathematics School

Monitoring and reviewing

Action	Individual / Group	Date	Role
Last Reviewed	Dan Abramson	23/06/20	Head Teacher
Ratified	Governing Body	25/06/20	Governors
Next review	Governing Body	Summer 2021	Governors

Introduction and Outline

King's College London Mathematics School (hereafter, KCLMS) is a specialist environment intended for those who show both an aptitude and enthusiasm for mathematics. The school's curriculum is fast-paced, intensive and highly academic, and is appropriate for students who are deeply curious, who think on their feet and who thrive on abstract ideas and deductive thinking. The curriculum is also highly specialist, offering full A2 qualifications in just three subjects: Mathematics, Further Mathematics and Physics.

All students at KCLMS sit regular assessments which enable the school to accurately track their progress and attainment and to implement intervention strategies for any students who are falling behind their peers. In those cases where a student's progress and attainment indicate that they may not be best suited to the school's unique learning environment and curriculum, the school will put in place more substantive interventions (as outlined in this policy) and will set the student targets for progression into year 13.

This policy describes the how the school will determine if a student should be tracked in this manner, the timing of those determinations and the procedures to be implemented in such situations.

Progress assessments

KCLMS set each student a grade representing their current level of attainment (their K-grade, or Kinetic grade; see the Assessment and Tracking Policy for further details) in each curriculum subject.

Identification of students in year 12 who are to be tracked under this policy

In-year attainment grades are updated at four points across the year, approximately once each half term. In addition, end of year grades are awarded internally for Mathematics, Further Mathematics and Physics following summer term examinations sat in June, and externally as AS grades for Computer Science and Economics.

At each of the in-year assessment point (K0-K3) junctures the Deputy Head (Academic) and the Head Teacher review the progress of each student by considering how their level of attainment has progressed over the course of the year, and how this level of attainment compares to targets set statistically using the A-level Information System at the start of the year.

The Deputy Head (Academic) identifies those students whose progress and attainment indicate that they may not be best suited to the school's fast-paced, intensive and highly academic approach. The Senior Leadership Team review this list before it is agreed.

For any student identified, the Senior Leadership Team will oversee the development and implementation of a bespoke programme of interventions to enable that student to get back on track. This intervention programme usually includes several of the following strategies:

- Regular meetings with their tutor to set and review short-term targets and to maintain an organised, balanced approach to their weekly workload
- Weekly additional teaching sessions to support their ongoing learning
- Weekly additional teaching sessions to review their previous learning
- The assignment of a peer mentor
- The assignment of a Senior Leadership Team mentor
- Small group or one-to-one support with the Academic Literacy Mentor to develop their academic literacy, if this is deemed to be a barrier to learning
- Individual tutorial sessions with subject specialists
- The requirement to drop their fourth subject to create more time to focus on Mathematics, Further Mathematics and Physics.

The Senior Leadership Team will also set progression targets and communicate these to students and parents/carers as set out below. The targets as standard are BBC or better in Mathematics, Further Mathematics and Physics in their end of year examinations. These targets represent the minimum level of end of year 12 attainment that will enable the student to access and benefit from the school's specialist curriculum and approach to learning in year 13.

First communication to students and parents/carers

Students identified according to the above process at the K1, K2 or K3 assessment points will be invited to a meeting with a member of the Senior Leadership Team. The school will invite the parent(s)/carer(s) of the student concerned and will endeavour to arrange the meeting at a time convenient to them. The meeting will take place as close to the assessment point as possible and certainly within two school weeks of the grades going to students.

At this meeting, the member of the Senior Leadership Team present will:

- run through the data leading to the identification
- explain what the expectations in terms of attainment at the end of year 12 are that are required for progression to year 13 (these expectations will be precisely those targets set out in the letter - see below)
- explain and discuss what will take place if the progression targets are not attained
- describe the intervention programme that is to be put in place to support the student
- explain what the expectations for progression to year 13 are, by sharing the progression targets
- talk through the possible outcomes should the students not achieve the progression targets
- ensure that those present are clear about any expectations and targets
- ensure that the student, parent(s) and carer(s) know how the school will support the student to attain the targets set.

Following the first such meeting, a letter will be sent by post and email to the parent(s)/carer(s) of the student concerned. In the letter, the school will detail clearly the progression targets set, and the possible outcomes should those targets not be

met. The school will also provide details about the intervention programme that is to be implemented to ensure that the student concerned has the best possible chance of attaining these targets.

Later communications to students and to parent(s)/carer(s)

Where the student is still deemed to be at risk, progress meetings following each assessment point will be held between the student, a member of the Senior Leadership Team, another teacher and the parent(s)/carer(s) of the student.

Where students have made good progress and at a later assessment point are no longer deemed to be at risk, the school will contact the parent(s)/carer(s) of the student to inform them that they are no longer being tracked under this policy.

Additional support post-K3

Those students who are being tracked by this policy after the K4 assessment point are deemed to be at risk of not making their progression targets. Each of those students is provided with guidance and support at this stage to ensure that they have a good alternative plan in place for the following academic year. This guidance and support will usually include:

- Advice and guidance in researching and planning alternatives to KCLMS through one-to-one meetings with their tutor or with the Lead Teacher for their year group. This will include considering whether a change of curriculum, for example to the array of subjects or type of qualifications taken, would be in the best interests of the student.
- Support with visits to and communications with other providers.
- Support with applications to other providers.

End of year results

End of year results in Mathematics, Further Mathematics and Physics are published in early July. If a student has attained or exceeded their targets, they will progress into year 13 and will continue to receive support from the school to enable them to excel in their year 13 study programme.

If the student has missed their targets, there are three possible eventualities:

1. The student will be invited to re-start their programme of study at KCLMS by re-rolling into year 12. This will only take place if the Head Teacher deems that their attitude to learning is exceptionally positive, that they are able to access and excel in the challenging learning environment of KCLMS, and if they have only been at the school for at most one year. They must also be no older than 17 on 1 September of the academic year about to start.
2. The student will be allowed to progress into year 13. This will only take place if the Head Teacher deems that there are significant mitigating circumstances which are deemed to have affected AS results negatively, and, in addition, *either* the student is in fact well-suited to the school's fast-paced, intensive and highly academic approach *or* progression into year 13 is deemed to be in the best interests of the student as a result of their particular mitigating circumstances.
3. The student will not be permitted to progress into year 13 or to re-enrol into year 12. In this instance, the school will continue to support the student to transition to an alternative institution.

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This version is in use from 1 September 2021

A meeting will be set up with the student, parent(s)/carer(s) and either the Deputy Head (Academic) or the Head Teacher to discuss which eventuality is to be taken, and how the school will continue to support the student following that decision.

Appeals against any decision taken by the school at this stage must be made in writing to the governing body, and will be heard by an Exclusion Review Committee as set out in the KCLMS Exclusion Policy.