

ADMISSIONS POLICY

Information to Students/Parents

On request, all prospective students can obtain a copy of the schools' prospectus. This will provide information about the college and the courses on offer. Students will also be directed towards the college website which is regularly up-dated and contains information about current and future activities at the college. A list of school policies is available on request, and also sent out with the prospectus.

Entrance Exam

An entrance examination is not a compulsory part of the selection procedure at Cardiff Sixth Form College. Often, students are accepted for a place on the basis of previous examination results, E.G. GCSE grades. There are a limited number of academic scholarships available at Cardiff Sixth Form College. Overseas students have an assessment made on their ability through the medium of English.

Open days / Workshops

These take place on a number of occasions throughout the year and are an opportunity for prospective pupils and parents to meet tutors and view the college. In a case of the workshops, pupils have the opportunity to sample the nature of the seminar-type teaching at Cardiff Sixth Form College.

Offer Letter

All students accepted for a place at Cardiff Sixth Form College will receive an offer letter stating the conditions of the offer. A registration form is enclosed with the letter, along with a fee sheet and the terms and conditions of enrolment. The letter clearly sets out the term fees and also gives a time for which the offer remains open. A window of two weeks from the receipt of the letter is given for the payment of the enrolment fee and £100 off the first term fees.

Criteria for Acceptance

The college sets out to be fair and non-discriminating in its admission policy. In cases that where there are clear reasons for a previously poor academic performance, a place may still be offered on the basis that the student has the potential to achieve and that the college can provide appropriately for his or her needs.

ANTI BULLYING POLICY

Sadly all schools will have a problem with bullying at some stage. Thankfully, it is not a big problem here at Cardiff Sixth Form College. We have, however, ensured that we have developed an anti-bullying policy so that if for the victim, or the bully, issues can be dealt with swiftly.

Bullying behaviour can include:

- a) Name calling and teasing
- b) Physical violence
- c) Threats
- d) Isolating individuals from group activities

An individual may bully because:

- a) They are unaware that their behaviour is offensive and damaging
- b) They are copying other members of society they admire. i.e Family, Peers
- c) They lack adequate social skills
- d) They may have underlying personal issues that they don't understand how to deal with.

Take Action

If you are being bullied see Mrs Sarwar or another member of staff immediately:

- a) Stay calm
- b) Be specific about what has happened, including names of those involved.
- c) Keep you tutor informed on how the situation evolves.

If the problem persists:

- 1) Make an appointment to see the Vice Principal, Mrs. Lindsay Thompson. She will then take appropriate action.
- 2) You as an individual also have the choice to take the matter to LEA explaining the situation and how you would like to see it dealt with. The address is available from the front office.

If you are the bully:

- 1) Your parents will be informed
- 2) They will be asked to meet with your tutor and possibly the Principal.
- 3) The appropriate action will then be taken.

CHILD PROTECTION

'The Children Act' 1989 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare.

Child Protection Procedures

Cardiff Sixth Form College has procedures in place for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies.

The Principal has:

- Put in place procedures for handling cases of suspected abuse, (including allegations against teachers), which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff for reference
- Appointed a designated member of staff to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the designated member of staff received appropriate training and support.
- Ensured that all staff are alert to signs of possible abuse and know to whom to report any concerns or suspicions.
- Made copies of the school's child protection policy so that parents are aware of Cardiff Sixth Form College's stance.

Procedure

In all cases where abuse is suspected or a sustainable allegation is made, tutors and other members of staff should report the information to the designated tutors.

The designated tutors refer these cases to or discuss them with the investigating agencies according to the procedures established by the local Area Child Protection Committee and by the LEA.

If the designated tutors are unsure about whether a case should be formally referred or has a general concern about a student's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LEA's child protection co-ordinator.

Whether or not to make a referral which could activate a child protection investigation is a serious decision and will require careful judgement. The Principal, Roy Hopwood, will be advised at all times. When referring a case of suspected or alleged abuse, the designated tutors should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The designated teacher may wish to clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.

A member of staff, either the designated tutors or the member of staff who knows the student best, will contribute to the strategy discussion of the school's knowledge of the student.

Designated Tutors

The designated tutor has specific responsibility for the co-ordination of child protection procedures within the college and for liaison with social services and other agencies.

All staff are aware who the designated tutors are as all cases of suspected abuse should be reported to him or her in the first instance.

The designated tutor has appropriate training and should know:

- 1) How to identify the signs and symptoms of abuse and when to make a referral.
- 2) The local Area Child Protection Committee and/or LEA procedures and the designated tutors' role within them.
- 3) The role and responsibilities of the investigating agencies and how to liaise with them.
- 4) The requirements of record keeping.
- 5) The conduct of a child protection conference and how the designated tutors or another member of staff can make an appropriate contribution to it.

Designated Tutor: Mrs. Lindsay Thompson

COMPLAINTS PROCEDURE

Cardiff Sixth Form College prides itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents have cause to complain they can expect their concerns to be treated by the college in accordance with the procedure set out below:

Stage I – Informal Resolution

- (a) It is hoped that most complaints and concerns will be resolved quickly and informally.
- (b) If parents have a complaint they should normally contact their son/daughter's personal tutor. In many cases, the matter will be resolved avidly to the parent's satisfaction. If the personal tutor cannot resolve the matter it may be necessary for him/her to consult the Principal.
- (c) Complaints made directly to the Principal will usually be referred to the subject tutors unless the Principal deems it appropriate to deal with the matter personally.
- (d) The Personal Tutor will make a written record of all concerns and the date on which they were received. Should the matter not be resolved within seven days and in the event that the Personal Tutor and the parent fail to reach a satisfactory resolution the parents will be advised to proceed with their complaint in accordance with stage two of this procedure.

Stage II – Formal Resolution

- a) If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Principal. A decision will be taken on the appropriate course of action to take.
- b) In most cases the Principal will speak to or meet the parents concerned, normally within five days of receiving the complaint. If possible a resolution will be reached at this stage.
- c) It may be necessary for the Principal to carry out further investigations.
- d) A written record of all meetings and interviews held in relation to the complaint will be made.
- e) The Principal will endeavour to reach a decision as early in the process as possible. The parents will be notified of the decision.
- f) If parents are still not satisfied with the decision they should proceed to stage three of this procedure.

Stage III – Panel Hearing

- a) If parents seek to invoke stage three (following a failure to reach an earlier resolution) they will be referred to The Secretary of the Council for Independent Further Education.
- b) The matter will then be referred to the complaints panel for consideration. The complaint panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom is independent of the management and running of the school. Each of the panel members shall be appointed by the proprietor. The convenor, on behalf of the panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within ten days.
- c) If the panel deems it necessary, it may require that further particulars of the complaints or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than three days prior to the hearing.
- d) The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- e) If possible the panel will resolve the parent's complaint immediately without the need for further investigation.
- f) Where further investigation is required, the panel will decide how it should be carried out. After due consideration of all the facts the panel will reach a decision and may make recommendations which it shall complete within fourteen days of the hearing. The panel will write to the parents informing them of its decision and the reasons for it. The decision of the panel is considered to be final. The panels findings and, if any, recommendations will be sent in writing to the parents, Principal, the Proprietor and where relevant, the person complained of.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6 (2) (j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the schools inspection; or where any other legal obligation prevails.

CURRICULUM POLICY

The College also recognizes that its students are entitled to an academic curriculum that is characterized by academic challenge, access and suitability for all, breadth, balance, coherence, relevance, differentiation and progression. The following definitions are attached to these terms:

Academic Challenge

Students should be challenged by the academic rigor of their curriculum, this being achieved by the provision of a wide range of academic subjects across the curriculum.

Access & Suitability for All

All students should have equal access to the curriculum regardless of gender, ethnic origin or special educational need. This does not preclude the College making professional judgement about a student's ability to study a subject at A-Level.

Breadth

A broad curriculum will bring students into contact with the four key elements of learning (knowledge, concepts, skills and attitudes) along with the areas of learning experience, these being aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will link College work to students' own experience and emphasise the application of what is learned to adult life.

Differentiation

A differentiated curriculum will satisfy the broad aims of education and be carefully matched to students' developing abilities, aptitudes and individual needs. In this context, the College recognizes that it is appropriate for some students to follow a more restricted curriculum in terms of breadth of subjects, in order to meet their individual needs. Without abrogating these principles the College places particular emphasis on offering high quality and diverse opportunities for students to study mathematical, scientific and technological courses.

TEACHING AND LEARNING

Cardiff Sixth Form College believes that the processes of teaching and learning are as significant as curriculum content in determining student progress and achievement. The College therefore seeks to develop shared experience, between staff and students. Senior Management encourages staff to review their teaching methodology and monitor approaches through peer observation, and as part of the College's Staff Review and Development Scheme. The College acknowledges the importance of shared experience between students themselves and that staff can learn from students. The College also recognizes the value of non-formal learning situations as part of the approach to learning adopted by the College.

In this context, and within the financial, physical and human resources available to the College, it will endeavor to:

- promote learning as being enjoyable, engaging, rewarding and confidence building;
- provide students with the tools of learning and help them to become independent learners;
- relate the content and delivery of the curriculum to the cultural, linguistic, social and religious experiences of students and their families in order that students can contribute actively to their own learning;
- develop students' understanding of the world in which they live through their involvement in the community and exploration of its economic, industrial, political, ecological, religious and social dimensions;
- encourage students to be self-confident, self-disciplined, courteous, co-operative and constructively critical;
- provide opportunities for students to reflect systematically upon their activities and experiences;
- give students a sense of success through their achievements;
- regard assessment as an integral and valuable element of the learning process, in order to identify problems and monitor progress;

CURRICULUM CONTENT

GCSE

A limited number of students join the College with the intention of following a full GCSE programme. Those students engaged on GCSE course tend, almost entirely, to be repeating subjects studied previously over a one year period.

A-LEVEL

A-Level studies are offered over 12, 18 or 24 month periods depending upon a student's previous educational background and academic performance. Most students enrolled on A-level courses are either British students repeating subjects over 12 months, or are international students who have completed a 12 year education in their home country and who have an adequate level of fluency in English, and intellectual ability, to cope with A-Level studies over one academic year. Students who are counseled to study A-Levels over two academic years are either international student who have not completed a full 12 year education in their own country and who have a lower level of fluency in English than would be required to embark upon an accelerated one year programme, or British students who have just completed GCSEs, a full range of subjects is offered.

PREPARATORY STUDIES FOR A-LEVEL

International students who join the College with a level of English, which is deemed to be too low for entry onto a full A-Level programme, are placed in the Preparatory Studies for A-Level programme. This course has a strong focus on the development of English language skills. Students spend approximately 50% of their time studying English language and the remainder of their time studying a broad range of academic subjects including social sciences, economics and pure and applied sciences, which allows them to use and develop their English in an academic context.

MONITORING AND RECORDING OF STUDENT PROGRESS AND ACHIEVEMENT

Cardiff Sixth Form College will formally monitor each student's achievement regularly through compulsory tutorial meetings as part of the Personal Tutor System, and will record and publish results in accordance with the procedures outlined in statutory and other guidance. Previous results and information on achievement will be used to inform the College's expectations of the progress to be made by individual students. A range of both formative and summative assessment methods will be used to encourage and monitor each individual student's academic progress.

The College is committed to following policy and practices that are designed to ensure students improve and progress to achieve their full potential. These approaches will be underpinned by coherence and quality in:

- The objectives and guidance outlined in schemes of work and lesson plans as they affect the learning needs of individual students to include:
 - * clear, shared learning targets
 - * consistent marking procedures
 - * standardized and other forms of assessment;
- Home and school perceptions of student progress, including termly progress reports to parents, personal tutorial record sheets, rewards and sanctions, and contact with parents and guardians via letter and formal meetings;
- Arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum;
- Arrangements for promoting (where appropriate) the involvement of parents and guardians in the College and supporting them in their role;
- Arrangements for providing parents, prospective parents, guardians and others with information about the curriculum of the College and students' achievements in accordance with national requirements.

HOMEWORK

Homework is considered as an integral part of students' learning in all subjects and at all levels. It allows students to consolidate and practice what they have learned, and provides time for extension work and for independent learning. Considerable effort is given to appropriate setting and marking of homework and high standards are expected from students. It is expected that staff will set an appropriate amount of homework each week. All students are encouraged to read and study beyond the confines of specific work set. Parents and guardians are encouraged to contact the College if they are concerned that too much or too little time is being spent on homework. Further details on homework can be found in the College's Policy on Homework.

GIFTED AND TALENTED PUPILS

The academic setting in some subjects provides a basic framework allowing the most able students to work at a faster pace and attempt more challenging material. In addition, the College encourages staff to identify the most academically able students in each subject who would benefit from help to develop their full academic potential. The approaches used include individual mentoring and competitions such as the Mathematics, Chemistry and Biology Olympiad.

STUDY SKILLS

The College is committed to helping students to develop good study skills. The College approach for A-Level students is based around individual subjects where staff teach study skills specifically required for their subject. Individual support is also provided to those students whom staff feel require additional help.

INDEPENDENT LEARNING

The College is committed to developing in students of all ages the ability to work independently. At all levels it is important to achieve an appropriate balance between teacher support and promoting independence. Ultimately, students who learn to think for themselves and take responsibility for their own learning will achieve higher standards than those who remain passively dependent on what they are told.

Students do not automatically become independent learners. They need training in the appropriate skills and techniques, along with opportunities for practice. In particular, those international students who have studied within very formal educational settings often need considerable help in coping with the requirement to become an independent learner.

The College promotes and develops independent learning by a number of means and regularly reviews the strategies in place for helping students to become better independent learners.

ICT ACROSS THE CURRICULUM

ICT skills are taught, practiced and developed through the medium of other subjects across the curriculum. Students are encouraged to make use of ICT based resources in their learning.

ADVICE ON HIGHER EDUCATION

Advice on higher education is provided formally and informally to all students studying for either A-Levels. Initial advice is given while students are determining their A-level options. The Higher Education notice board and a number of guest speakers all supplement the individual counselling sessions provided to students by either the Principal or Director of Studies. These counselling sessions are often supplemented by students' Personal Tutors during personal tutorial meetings.

Students who are interested in applying for Oxbridge, or for Medicine, Dental Surgery or Veterinary Surgery are provided with additional help and advice prior to the UCAS application deadline in October.

Parents and guardians are invited to become involved in all stages of the higher education application process.

The College strives hard to keep in touch with students who have left the College. A record of student success is maintained and information on the final university destinations of students is available on the College website.

PERSONAL TUTOR SYSTEM

The Personal Tutor System at Cardiff Sixth Form College forms an important part of the pastoral support for students, and the College regards the support made available to its students as a high priority. The student is entitled to face-to-face meetings with their Personal Tutor if and when the need arises.

The role of the Personal Tutor is to act as a professional mentor and guide, help and support the student. The Personal Tutor:

- Acts as the first point of contact for the student in College should an issue arise;
- Is there to provide general academic guidance and personal support to the student.

The College is committed to regularly evaluating the system and, as such, the Personal Tutor System is an explicit item on the end of year Student Evaluation Questionnaires, with results being used to inform the continued development and enhancement of the system.

LIAISON WITH PARENTS AND GUARDIANS

The College is fully committed to keeping in regular contact with parents and guardians through the termly reporting system and through Parents' Evenings, which are held in the autumn and spring terms. A Parents' Evening for prospective parents is held in the summer term.

Parents and guardians are contacted on a number of occasions throughout the year as the need arises, and are also always welcome to arrange a meeting with the Principal as necessary.

DISABILITY AND SPECIAL NEEDS

Cardiff Sixth Form College is pleased to consider applications from disabled students. Such applicants will be considered on an individual basis and students are strongly advised to contact the Principal or Vice-Principal to assess whether the college can satisfactorily meet their support needs. It is recognised, however, that the structure of the premises and the physical constraints of some rooms, i.e. Science Laboratories could limit the accessibility of students with certain disabilities.

Admissions Procedure

The admissions procedure at Cardiff Sixth Form College aims to ensure that the selection of students is transparent, fair and free from discrimination. All applicants will be treated equally and in accordance with college policies.

Each potential student's academic background will be taken into account, as will any documented extenuating circumstances. The college must be confident of meeting each student's academic requirements in full and these needs will be assessed in an interview with the college Principal.

The College seeks bright, highly motivated and inquisitive students who possess imagination, energy, a concern for others and a commitment to academic and personal growth. A small number of academic scholarships and bursaries are available.

DISABILITY AND SPECIAL NEEDS

The aim of the policy is to encourage self discipline and awareness of the positive contribution all students can make to college life. We aim to provide a moral framework for students' personal development so that they become tolerant members of the College Community. Bullying, racist, sexist and other antisocial behaviour will not be tolerated. The highest standards of behaviour are expected and the college will take whatever actions are needed to ensure maintenance of the standards. We will ensure that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the college authorities. We ensure that the necessary communications channels through our personal tutoring system are available for this purpose. The Principal will be responsible for making sure that the procedures are consistently and fairly applied taking regard of all Health and Safety and Child Protection legislation.

Rules and Discipline

While formal rules at Cardiff Sixth Form College are kept to a minimum, it will be recognised that students are expected to act in accordance with college policies at all times to ensure that a safe and harmonious working environment is maintained. Minor breaches of discipline will be dealt with by staff on an informal basis with more serious offences being referred to the Principal or Vice Principal. If a written warning is deemed appropriate, a copy of the letter will be sent to the parents. Students and parents will be advised that repeat offences could ultimately result in exclusion from the college.

DRUGS POLICY

The Colleges attaches the utmost importance to the mental and physical well being of it's students and staff. In line with, this we acknowledge the value of our pastoral role in the welfare of all students and through the general ethos of the College, we will seek to persuade individuals in need of any kind of support to come forward. We believe the College has a duty of care to both students and parents and this involves informing and advising students of the individual and social consequences of drug involvement. Advice and guidance is included in some subject within the curriculum and also with some extra-curricule activities. We work with and co-operate fully with outside Agencies such as Social Services and Health & Drug Agencies to ensure that students have access to all the guidance and advice that they may need. However, we believe that in fairness to the student body we must enforce a strict code of discipline as far as drug abuse is concerned. Any concerns should be reported in the first instance to either the tutor or the College's Substance Coordinator who will begin the process of investigation. All aspects of the individual case will be taken into account and we will seek to ensure that both the student and parent are kept fully informed throughout. A proven case of using or supplying illegal substances would inevitably result in immediate and permanent exclusion from the College.

HEALTH AND SAFETY POLICY

The over-riding consideration in this policy is to safeguard and promote the welfare of students who attend Cardiff Sixth Form College. The colleges' Child Protection procedures are attached, but it should be stressed that the college does not investigate Child Abuse; it still has an important part to play at the recognition and referral stage. The college staffs are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Early recognition of abuse or neglect can prevent serious harm to children by ensuring that appropriate action is taken and help is offered when it is likely to be most effective. Any delay in drawing attention of the designated tutor and relevant authorities to any worries or concerns about possible abuse or neglect, can increase the risk to the child.

Action

All staff must be aware of the child protection procedures at Cardiff Sixth Form College and also to read and understand the local authority Child Protection guidelines. Teachers must report any concerns, suspicions or disclosures to one of the designated members of staff. If possible, precise descriptions should be recorded of visible signs of neglect and/or injuries. A record should be made, if possible, of how they have been caused.

Management Responsibilities

The Principal has overall responsibility to safeguard and promote the welfare of students. This includes ensuring that all procedures are safe and in compliance with the Management of Health and Safety at work regulations. It is also the Principals responsibility to ensure that the Child Protection Plan is carried out, that there is liaison between all personnel involved, and that all staff have read and understood LEA guidelines for Child Protection.

HOME WORK POLICY

This document has been prepared primarily for parents and guardians and outlines the policy of Cardiff Sixth Form College on homework, how it is organized and managed, and the important role that parents and guardians have in helping the College to achieve and maintain high academic standards.

Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in College. In addition, it fosters student initiative, independence, and responsibility.

DEFINITION OF HOMEWORK

Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work, and can be of one of three different types: practice, preparation and extension. Practice assignments reinforce newly acquired skills. For example, students who have just learned a new method of solving a mathematical problem may be given sample problems to complete on their own. Preparation assignments help students prepare for future activities that will occur during normal class time. Students may, for example, be required to do background research or reading on a topic to be discussed in class. Extension assignments are frequently long-term continuing projects that parallel class work. Students are normally required to apply previous learning to complete these assignments.

GENERAL PRINCIPLES

Cardiff Sixth Form College believes that homework:

1. Requires the co-operation of parents/guardians
2. Should be firmly rooted in current curriculum work
3. Should be marked and assessed by teachers like any other work completed in College
4. Should gradually increase in complexity and quantity as students progress through their programme of study
5. Is more about quality than quantity

PURPOSES OF HOMEWORK

1. To encourage students to develop the practice of independent study
2. To help students to develop perseverance, self-discipline and organization skills
3. To actively involve parents and other adults in students' work and keep them informed about the work of their children
4. To consolidate and reinforce work taught in timetabled classes
5. To allow practice where it is needed of skills learned in class time
6. To facilitate the efficient delivery of work in class time
7. To help ensure students make adequate progress with their learning
8. To open up areas of study and to make possible the use of materials and sources of information that are not always accessible within College
9. To help manage the demands of A-Level coursework

ORGANISATION OF HOMEWORK

To ensure that students gain the most benefit from homework, staff will:

1. Set aside time during class time to make sure that homework has been completed
2. Give encouragement and praise for genuine effort
3. Make allowances for differing abilities and speeds of working
4. Ensure that the work produced is of an appropriate standard in relation to the subject and level being studied
5. Ensure that appropriate sanctions are imposed where students either fail to complete set homework or where it is completed to an inappropriate standard
6. Actively encourage parents and other adults to be involved in homework

RESPONSIBILITIES

Teachers

It is the responsibility of teachers to set regular homework in accordance with the learning requirements of the academic programme which a student is undertaking, to ensure that homework is related to current curriculum work, to ensure parents receive an update through the termly academic progress reports on performance in homework tasks, to effectively mark homework and to ensure that students receive adequate and regular feedback on homework.

Student

It is the responsibility of the student to ensure that homework is completed neatly, on time and returned to the teacher by the specified submission deadline. It is the student's responsibility to maintain a record of homework tasks set by his/her teachers.

Parent

It is the responsibility of parents and guardians to support the College's aims in respect of setting homework, and to support the College's policy by offering guidance and support to their children.

QUANTITY OF HOMEWORK

The following is intended as a guide to the number of hours of homework set per subject per week for AS, A2 and 1 year A-Level. The number of hours a student is required to spend completing homework in subjects may vary depending upon the requirements of individual subjects throughout the academic year.

Academic Programme	Hours of Homework per Subject per Week
AS	2 hours
A2	3 hours
1 year A-Level	6 hours
University Foundation Year	4 hours

Parents or guardians who feel that there is a problem with the amount or difficulty of homework given to their child should contact the College for advice.