

Learner Success Standards Framework (revised 2025)

1. Purpose

This framework sets out the *Learner Success Standards* that learners are expected to adhere to upon completion of enrolment at the college.

It supports consistent practice to ensure learner commitment, positive behaviour, and sustained academic progress.

This document is aligned to the College Strategic Plan Vision, specifically:

- Transforming life chances and employment prospects for all.
- Creating a culture of recognition, reward and ambitious targets – continuous improvement in learner success rates.
- Shaping a highly motivated and skilled workforce through continuous professional development.
- Developing the right learning environment – clear expectations, high standards, and boundaries for young people in stimulating and inspiring settings.
- Proactively supporting and celebrating learner success.

2. Related Documents (Not exhaustive)

This framework should be read in conjunction with the following policies and guides:

1. The Petroc Staff Guide
2. Teaching, Learning and Assessment Policy
3. Quality Policy
4. Safeguarding Policy
5. Inclusion and High Needs Policy

3. Scope

The Learner Success Standards applies to all learners enrolled at the college, including:

- Full-time and part-time students
- Short course learners
- Apprentices
- School link learners
- Partner and Higher Education provision students

These standards are in effect:

- At all times during the academic year, regardless of term dates
- Across all learning environments, including off-site and placement settings

4. Responsibilities

- College Management Team: Ensure all staff understand and implement this framework consistently.
- All College Staff: Always apply the standards in accordance with the outlined procedures and timelines.
- Learners: Meet or exceed behavioural, attendance, and progress expectations.

5. Aims

The Learner Success Standards Procedure and Process aim to:

- Set consistently high expectations and foster a challenging, aspirational culture.
- Ensure learners fully understand the college's expectations for engagement, behaviour, and progress.
- Provide a framework for staff to reward, support, challenge, and sanction learners consistently.
- Maintain a safe, respectful, and professional learning environment.
- Support an inclusive and personalised learning experience enabling all learners to achieve tailored targets.

6. Recognition and Sanctions

- Exceeding Expectations: Learners will be recognised, rewarded, and celebrated.
- Falling Short:
 - ☐ Learners who do not meet expectations will receive support, challenge, and learning intervention
 - ☐ Repeated or serious breaches will result in proportionate, fair, and supportive sanctions.

7. Phased Approach

Phase One – Probation (First 42 Days)

Purpose: Provide structured support to transition learners into college life and set clear expectations.

Key Features:

- Focus on two college-wide probation targets: Attendance and Engagement.
- Targets reviewed and personalised at Progress Review Week (Week 4).
- Completion of full college induction programme.
- Learners who fail to meet expectations may have their offers of a place on a college provision withdrawn and potentially referred to external agencies.
- Action plan stages not applicable

Support & Monitoring:

- Weekly review of 'learners at risk' by Faculty management. Where appropriate other cross-college services will be invited to collaborate with.
- Each course must have a catch-up contingency and remain open during the chance to change period.
- Each course must adopt a 'no glass ceiling approach' but supporting our learners through RARPA and appropriate tailored programmes.
- Disadvantaged learners at Petroc will experience enhanced monitoring of progress.

Assessments Conducted During Induction:

- Initial assessment & diagnostic
- Skills Matrices
- Review of qualifications on entry (confirmation required before progressing)
- Maths & English Staff: BKSB
- Programme Managers: Curriculum-area character assessment
- Full learning needs assessment, including identification of English as an Additional Language (EAL)

Phase Two – On Programme (Post 42 Days)

Learners who successfully pass probation will be considered *on programme* (typically after the first 42 days). During this phase, structured processes and monitoring

ensure all learners are actively supported and challenged to achieve their full potential.

1. Learner Progress Tracker

- The college utilises the Learner Progress Tracker to regularly evaluate learner performance.
- Key focus areas: commitment, behaviour, and progress.
- In alignment with the college's formal disciplinary/recognition pathways, staff will:
 - ☐ Provide timely support to those at risk.
 - ☐ Challenge learners who are not making expected progress.
 - ☐ Initiate intervention and redirection for those who persistently fall below expectations.

2. Communication with Learners and Families

- ☐ Learner progress in this phase is communicated through:
 - The Parent Portal (providing real-time digital updates).
- ☐ This channel ensure parents/guardians and learners are fully informed of progress, intervention, and support measures, fostering proactive engagement.

3. Reporting and Oversight

- All aspects of the *Learner Success Standards* are monitored and reported using:
 - ☐ The Learner Progress Tracker, college Dashboard, and Tracker (internal monitoring tools). Learners who have been identified by curriculum
 - ☐ staff as 'at risk' should be clearly identified on the tracker by appearing in red.
 - ☐ The Parent Portal (for external communication).
 - ☐ Termly Faculty Review meetings will include Programme Improvement Reviews (PIR)

In summary

2. The Learner Success Standards

Learners will demonstrate:	
Engagement	<ul style="list-style-type: none">• Outstanding attendance (min 95%)• Be ready to learn• Arrive on time to all timetabled sessions
Behaviour	<ul style="list-style-type: none">• Be respectful to peers, staff and the college environment• Dress appropriately• Be safe by wearing college ID badges at all times (exceptions can be made in workshops)• Smoke or vape in designated areas
Progress	<ul style="list-style-type: none">• Develop professional behaviours and meet deadlines• Submit high quality work that demonstrates personal pride and ambition• Reflect on and be responsive to feedback• Work hard to achieve agreed targets

Staff will demonstrate:	
Engagement	<ul style="list-style-type: none"> • Prepare learners to be career and university ready • Role model and professional behaviours • Be punctual and fully prepared to teach challenging and engaging lessons • Demonstrate full commitment to their profession by engaging in continuous professional development.
Behaviour	<ul style="list-style-type: none"> • Be respectful to learners, stakeholders, colleagues and the college environment • Dress appropriately whether online or in person • Be safe by displaying your ID badge
Progress	<ul style="list-style-type: none"> • Have high expectations of all learners. • Conduct a robust learner induction to ensure the right learner is on the right course for their chosen pathway • Monitor the progress of all learners against targets on a monthly basis • Mark and provide feedback by the given deadline • Set Challenging targets that are agreed and owned by the learners (week 4). These targets are reviewed in weeks 10, 20 and 30.

☑ **Learner Responsibilities**

Learners are expected to take full responsibility for their performance, modelling the highest standards of commitment, behaviour, and engagement— on campus, off-site, and while travelling to or from college.

Attendance & Absence

- Report absence daily via the Portal.
- Absences over 5 consecutive days require:
 - ☐ Discussion with academic tutor
 - ☐ Medical confirmation to avoid intervention
- Absences over 28 days must be agreed with Programme/Faculty Manager or Head of Faculty and recorded by Registry as a Break in Learning.

Punctuality

- Late arrivals of more than 10 minutes must knock, wait for entry. At the end of the session, the learner should explain the reason to the tutor.
- Be ready to learn immediately upon entering.
- Persistent lateness will result in support, challenge, and/or intervention.
- Staff will exercise discretion where learning needs apply.

Learning Engagement

- Take responsibility for catching up on missed work — all weekly learning must be uploaded to Google Classroom.

Avoiding Distractions

- Mobile phones: Only for learning purposes or approved accessibility needs, used with professional discretion. Learners who persistently fail to adhere to teacher requests, may have their mobile phone coinvestigated for the duration of that session.
- Food: Only permitted for medical reasons.
- Drinks: Cold drinks allowed in lidded containers only.

Consistently Managing the Learner Success Framework

1. Induction (Probation period – First 42 days)

- Learners are introduced to the Learner Success Standards and college expectations, including:
 - ☐ Understanding expected conduct and learning behaviours
 - ☐ Accessing support and resources via myPetroc and the website
 - ☐ Receiving an individual learning plan following a needs assessment, where appropriate

Two probation targets:

Make a successful start: attend, be punctual, complete induction tasks and assessments, demonstrate appropriate learning behaviours

Demonstrate high standards: wear/display ID badge, show respect, be ready to learn.

- Progress monitored on attendance and achievement towards target grades via the Learner Progress Tracker.
- Automatic Stage 3 action plan assignment:
 - ☐ Learners previously on Stage 3 last year
 - ☐ 16–18s without proof of English/Maths prior attainment
 - ☐ Discretionary placement for past “red status” learners
- Probation withdrawal triggers:
 - ☐ Short course learners: <100% attendance in first 2 weeks
 - ☐ Adult English/Maths learners: <85% attendance or no attendance for 28 days
 - ☐ Outstanding fees at probation end
 - ☐ Zero attendance in first 28 days
 - ☐ Attendance of <85% may result in learners not progressing to the next level of study (this includes English and Maths).
- Early referrals made to Inclusion Panel, Transition Team, or Adult Success Coaches where needed.

2. Progress Tracking

- Current grades recorded each half term; challenge grades set in Weeks 4, 10, 20 and 28.

- Educators will report on a minimum of 6 assessments throughout the year (inclusive of mandatory assessment determined by qualification)
- Formal reviews are set at weeks 4,10,20,28. Informal reviews at 1:1
- Attendance, engagement, status, and stage reported to:
 - ☐ Parents/guardians of 16–18s via the Portal
 - ☐ Learners via email updates

3. Registers

- Must be completed within 10 minutes of lesson start.
- Teachers must complete registers before leaving site each day.
- Errors or inaccurate information on registers must be reported to Rooming and Registers and rectified
- Faculty Managers ensure cover staff also complete registers.

4. Learner Progress Reviews

- Conducted in Weeks 4, 10, 20 and 28 after formal assessments.
- Reviewed by Heads of Faculty and Assistant Principals; half-termly reports submitted to College Leadership team

5. Learner Progression

- Must be confirmed by end of Month 6.
- Minimum 75% attendance required for Level 1/2 learners to progress to the next level (including English and maths)
- Progression targets motivate learners and inform planning for the next academic year.

6. On-Programme (Phase Two)

- Learner statuses continue as per probation phase.
- All learners progressing are expected to complete and achieve
- Qualitative and quantitative performance measures used for support, challenge, and intervention.

The Supportive Intervention Process

Stage One:

- **Process Owner:** Lecturer or Course Tutor.
- If three "Notices to Improve" are recorded on [Mypetroc](#) within a six-week period, this might include, poor attendance, poor engagement, low level behaviour falling short of expectations, a Stage One planning meeting between the learner and PM/Tutor (or equivalent) must be held within two weeks.
- An action plan will be co-produced, detailing how the learner will meet expectations under the Learner Success Standards: Ready, Respectful, Safe. This plan must include time-bound outcomes and clear, achievable targets, and will be integrated into the learner's Personalised Development Plan on [MyPetroc](#). Consideration for additional support services (e.g., Student Support, Safeguarding, Additional Learning Support) should be made.
- For learners under 19, the PM/Tutor (or equivalent) must inform parents/carers of the Stage One action plan and provide updates from review meetings.
- The action plan must be reviewed two weeks after the Stage One meeting.
- If necessary, a second review meeting should be held two weeks after the first review.
- If no further issues arise, continue monitoring and support as needed, and de-escalate from Stage One by the end of the term.
- If concerns persist, progress to stage 2

Stage Two:

Process Owner: Programme Manager (main teacher)

- The Programme Manager will meet with the learner to discuss ongoing concerns and assess any progress.
- A detailed Stage Two action plan will be created, with clear, achievable targets to help the learner meet expectations under Ready, Respectful, Safe, and complete their qualification. This plan will be co-produced with time-bound outcomes and integrated into the learner's Personalised Development Plan on [MyPetroc](#). Consider additional support services as needed.
- For learners under 19, the Programme Manager will inform parents/carers of the Stage Two action plan and provide updates from review meetings.
- The PM must ensure the teaching team is aware of the action plan.
- A review meeting will be held two weeks after the Stage Two meeting, and any updates will be recorded on the action plan and uploaded to [MyPetroc](#). All staff should encourage the learner's engagement with the action plan.
- If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 2 at the end of the preceding term.
- Failure to achieve actions following the second review meeting will result in escalation to Stage Three of the disciplinary process.

Stage 3 - (Learners engaging in behaviours deemed Gross Misconduct would advance directly to this stage)

Process Owner: Faculty Manager

- If a learner's attendance, performance, or behaviour is of a serious nature or has not improved after Stage Two, they must attend a Stage Three interview with the Faculty Manager.
- Faculty Administrators will coordinate the meeting, including parents/carers if the learner is under 19.
- A letter will be sent to the learner outlining the concerns, confirming the meeting details, and explaining their right to be accompanied. The letter will also state that if the learner fails to attend or arrange an alternative date, the FM may reschedule the meeting at their convenience. A template for the Stage 3 letter is available on [MyPetroc](#).
- The learner may be accompanied by a family member, peer, or other appropriate person (not a legal or professional advisor unless agreed by the College), especially in the case of a vulnerable adult.
- The FM will formulate an action plan which must contain clear, constructive and positive targets in order to promote an active and achievable learning plan for the learner. It will be co-produced with the learner with time bound outcomes agreed as part of the learner's Personalised Development Plan on [myPetroc](#). This will be reviewed in accordance with agreed timescales.
- If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 3 at the end of the preceding term.

- Failure to achieve actions following the second review meeting will result in escalation to Stage 4 of the disciplinary process.

Stage 4 – (Consideration for exclusion)

Process Owner – Head of Faculty, Assistant Principal and/or Head of Learner Services.

Procedures for Teaching and Learning

1. Initial Assessment

- All learners complete an initial assessment before teaching begins, including BKSb diagnostics in literacy, numeracy and ESOL where required.
- Results inform schemes of work (SoL), lesson planning, and support needs, which must be in place before teaching starts.
- Tutors ensure qualifications on entry are confirmed by week 4.

2. Planning & Curriculum Design

- In line with the 2022 Professional Standards, staff must plan and deliver safe, inclusive, and aspirational learning programmes.

- SoL should:
 - ☐ Cover the full programme (52 weeks for apprenticeships, including off-the-job learning).
 - ☐ Identify knowledge, skills gaps, and intended outcomes.
 - ☐ Build on prior learning with sequential progression.
- Planning documents (SoL, lesson plans, group profiles) should be prepared using college templates as a baseline (adaptable by subject areas).

3. Delivery

- Teaching must:
 - ☐ Sequence learning into manageable steps with practice opportunities.
 - ☐ Incorporate study skills, employability, British values, safeguarding, and equality & diversity.
 - ☐ Differentiate and scaffold to meet learner needs, stretch ability, and encourage independence. Utilise an adaptive teaching approach to tailor learning experiences, providing differentiated support and scaffolding that responds to individual learner needs, stretches abilities, and fosters independence.
 - ☐ Embed maths, English, digital skills, sustainability, and UN Sustainable Development Goals where appropriate.
 - ☐ Promote the effective use of technology, both in-person and online.
- Teachers are expected to maintain subject knowledge and draw on educational research to apply evidence-based practice.

4. Assessment for Learning

- Embed assessment within teaching through regular questioning, retrieval practice, and feedback.
- Substantial assessed work: at least **two pieces per half-term**, marked against course criteria, moderated, and returned in a timely manner.
- Feedback must be constructive, diagnostic, and linked to progression.
- Homework and classwork should be set regularly, with clear expectations explained in advance
- Assessment schedules should prevent workload bunching.
- Absent learners are provided with catch-up material and designated catch up sessions

5. Record Keeping

- Progress is recorded against target and aspirational grades using central tracking systems.
- Summative assessments reported each term; learners off-track must receive targeted intervention.
- Records retained for 3 years.
- Apprenticeship progress tracked via OneFile.

6. Review & Evaluation

- Learners' views are gathered via learner voice, reviews, and surveys; actions must be communicated back. Satisfaction scores below 80% will require rapid improvement intervention
- Progress reviews for apprenticeships every 12 weeks.
- Course reviews and self-assessment reports (PAR) must evidence learner feedback and improvement actions.
- Academic tutoring will involve 1:1 meeting with tutor and tutee covering all aspects of the study programme. Tutors will check for motivation, engagement and progress towards target grades.

7. Environment & Resources

- Educators must provide a safe, inclusive, engaging, and well-managed learning environment—online and onsite.
- Learners' work should be displayed and celebrated.
- Resources and handbooks must be accessible to all, with inclusive practice reflecting EHCP needs.
- College estates team ensures physical resources support learning.

8. Assessment Process

- Programme and Faculty Managers ensure assessment planning is in place before teaching begins.
- Assessments:
 - ☐ Address initial learning needs and awarding body requirements.
 - ☐ Be consistent in design, marking, moderation, standardisation and reporting.

- Provide timely, accurate feedback with spelling/grammar identified.
- Managers and academic tutors monitor monthly progress and ensure staff uphold consistent assessment practices.

9. Roles & Responsibilities

- **College:** Provide induction, a safe and stimulating environment, digital access, SEND support, CPD, and data to monitor learner progress.
- **Programme Managers and Academic tutors:** Lead planning, sequence learning, incorporate inclusive learning and adaptive teaching, link with parents/carers, and respond to attendance.
- **Educators:** Inspire, motivate, plan sequentially, embed maths/English/digital skills, reflect on practice, and maintain scholarship.
- **Learners:** Attend, engage, complete work on time, meet expectations, and participate in evaluations.