



London
**Design &
Engineering**
UT6^{Form}

Sixth Form Progression Policy

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Version Control Table

Version	Date	Amended by	Rationale
0.1	20/03/2025	VWB	New policy written
0.2	06/01.2026	VWB	Updated appendices with assessment data. Changes to exam resits in line with exams policy Appendix updated for clarity.
1.0	26/02/2026		The version approved by the Committee

Guidance on Version Control:

Versions are 0.1, 0.2, etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0.

Contents

ADMISSIONS	3
PROGRESSION FROM LEVEL 2 TO LEVEL 3 (Three-year pathway)	3
PROGRESSION FROM YEAR 12 TO YEAR 13	3
UCAS PREDICTIONS	4
RE-SITTING A YEAR.....	4
RE-SITTING INDIVIDUAL EXAMS.....	4
VOCATIONAL COURSE EXAMS.....	5
DESTINATIONS	5
HOME AND COMMUNITY LANGUAGE ENTRY	5
Appendix – 6th Form Progression Procedure Flow	6

ADMISSIONS

1. Learners who wish to apply to LDE must complete an online application form by the deadline advertised.
2. Offers will be made to:
 - a. Internal learners from Year 11 at LDE UTC;
 - b. Year 12 level 2 learners at LDE UT6; and
 - c. External learners in Year 11
3. Offers will be based on grade entry requirements, predicted grades, behaviour and attendance information. Grade entry requirements are stated in the LDE UT6 Prospectus and on the website.
4. LDE UT6 reserves the right to withhold or withdraw an offer of a place to any applicant if their behaviour or attendance is a concern.
5. Admission will be opened to non-applicants on a first-come-first-served basis, on the second day of enrolment, once applicants have been allocated to courses which still have places. The admission of non-applicants is subject to references, entry requirements and evidence of behaviour and attendance.
6. Subject to space and grade entry requirements, learners may be able to change courses during the subject transfer window in the second and third full week of term.
7. Most learners are admitted to study three A-levels or vocational equivalents, alongside a personal development programme. The highest prior attaining learners may be able to study four A-levels, if they have an average point score (APS) of at least 7.5.

PROGRESSION FROM LEVEL 2 TO LEVEL 3 (Three-year pathway)

8. Any learner on the three-year pathway who wishes to re-enrol for Level 3 must apply by the communicated deadline.
9. If they obtain the grade requirements, they are guaranteed a place, as long as attendance requirements have been met (90%+), they have demonstrated a good attitude to learning (ATL average G), and there are no significant behaviour concerns.

PROGRESSION FROM YEAR 12 TO YEAR 13

10. To progress to year 13, year 12 learners must have met or exceeded the minimum attendance of 90%, unless there are exceptional circumstances.
11. At the end of year 12, LDE learners will receive predicted grades for the end of their Level 3 qualifications (e.g. A-levels). These grades will be based on a mock exam and all continuous assessments. The mock exam is internally set and moderated and is held in April or May, with grade boundaries in line with the expectations of A-levels or vocational equivalents.
12. LDE learners with a prediction of less than three passes will have an Information, Advice and Guidance (IAG) meeting with their parents or carers and the LDE Team, to determine their best pathway for future success and any necessary support (e.g. re-sits or alternative courses).

UCAS PREDICTIONS

13. UCAS predictions are based on learners' target grades and take into consideration continuous assessments and mock exams. They are finalised:
 - a. By the last week of September, for Oxbridge/Medical, Dental & Veterinary (MDV) aspirants;
 - b. By October half-term, for many Russell Group aspirants; and
 - c. By the first week of November, for all other higher education aspirants.
 - d. For a minority of learners, it may be appropriate to submit just before the national deadline (January).

The LDE recognises that UCAS predictions can be very motivating and open up opportunities at some elite, high tariff universities that would otherwise not be possible.

Learners and their families must not put pressure on the LDE to raise grades (unless there are exceptional circumstances that should be directed to the Deputy Head, Pastoral)

RE-SITTING A YEAR

14. Learners may experience issues outside of their control, which impact their attendance and progress. If a learner has a regular number of authorised absences (e.g. due to health issues or bereavement), it may be appropriate to allow them to re-sit their year. This will be at the discretion of the Head of School and the CEO, based on:
 - a. Course availability and capacity within class sizes;
 - b. Legitimacy of issue, certified by relevant evidence or medical information; and
 - c. Authorised absences and no recurrent unauthorised absences.
15. It is a condition of funding that no learner can re-sit the same year group twice, and the LDE does not allow re-sits based purely on under-performance. The LDE is not obliged to offer a learner the opportunity to re-sit if their attendance is below 90%, but it will consider each case based on its facts, including performance against targets and any mitigating circumstances.
16. The LDE does not usually have the capacity to admit external learners who want to undertake re-sit years.

RE-SITTING INDIVIDUAL EXAMS

17. The LDE operates a fair, consistent and transparent approach to re-sits.
18. The LDE will cover the cost of the first entry for all exams. A learner may request to re-sit, but they must be funded privately by the parent/guardian (with the exception of learners on FSM/bursary). A small administration fee will also be charged to cover invigilation.
19. English and Maths GCSE re-sits:
 - a. Any LDE learner yet to pass English or Maths GCSE (i.e. with a 3 or below) will be placed into a timetabled English or Maths GCSE class to be entered into the exam at least once during the school year.
 - b. Learners with a 2 will be funded to re-sit in the summer when they are ready to succeed.

VOCATIONAL COURSE EXAMS

20. Level 3 vocational course unit re-sits will be funded privately by the parent/guardian (with the exception of FSM/bursary learners)

DESTINATIONS

21. All learners are supported to apply to university and explore alternatives, such as an apprenticeship or school leaver employment.
22. Careers, Education, Information, Advice & Guidance (CEIAG) is delivered through tutor time, assemblies, PSHE lessons as well as trips, events and visits.
23. Learners wishing to apply to Oxbridge/MDV must pay any admission test fees (with PP learners funded by the sixth form) and are responsible for meeting deadlines, attending support sessions and liaising with their teachers regarding their predicted grades.

HOME AND COMMUNITY LANGUAGE ENTRY

24. LDE will support a learner's wish to sit a qualification in a home or community language, to increase their chances of success, if:
 - a. The learner has a 6 or B grade in the same language at Level 2;
 - b. The learner is able to undertake the required independent study to sit the exam, without directed teacher time or dedicated timetable time; and
 - c. LDE has the capacity to facilitate and support exam arrangement.

APPENDIX – LDE UT6^{Form} PROGRESSION PROCEDURE FLOW DIAGRAM

The following outlines the internal procedure. Please note that this serves as a general overview, and individual circumstances will be taken into account as appropriate.

Year 12

Step 1: Data Review

- **Date:** T3
- **Action:** RSLs review academic data for all 6th Form learners using the latest data review. Meetings held for any learner causing significant concern with SLT, including any learners resitting Year 12.
- **Objective:** Identify learners at risk of not progressing.
- **Note:** Ensure parent/carer attendance is confirmed for upcoming Parents' Evening.

Step 2: Parents' Evening

- **Date:** T4
- **Action:** Conduct Parents' Evening.
- **Objective:** Teachers to ensure parental contact is made to discuss student progress, concerns, and strategies for improvement with parents/carers.

Step 3: Second Data Collection

- **Date:** T5
- **Action:** RSLs analyse updated academic performance data – mock and attendance.
- **Objective:** Reassess learners' progress and identify ongoing concerns – ensure the correct learners are being given a resit mock opportunity

Step 4: Parent Meeting

- **Date:** T5
- **Action:** SLT to hold individual meetings with parents/carers of learners still at risk.
- **Objective:** Agree on an action plan and set expectations for improvement.

Step 5: Mock Re-Sit Assessment

- **Date:** T5
- **Action:** Learners complete mock re-sit assessments (if applicable).
- **Objective:** Provide a final opportunity to demonstrate readiness for progression.

Step 6: Final Decision

- **Date:** T6
- **Action:** Final progression decision made based on all evidence.
- **Outcome:** Communicated to learners and parents/carers

Year 13

Step 1: Data Review

- **Date:** T3
- **Action:** RSLs review academic data for all 6th Form learners using the latest data review. Meetings held for any learner causing significant concern with SLT
- **Objective:** Identify learners at risk of not progressing.
- **Note:** Ensure parent/carer attendance is confirmed for upcoming Parents' Evening.

Step 2: Parents' Evening

- **Date:** T3
- **Action:** Conduct Parents' Evening.
- **Objective:** Teachers to ensure parental contact is made to discuss student progress, concerns, and strategies for improvement with parents/carers.

Step 3: Parent Meeting

- **Date:** T4
- **Action:** SLT to hold individual meetings with parents/carers of learners still at risk.
- **Objective:** Agree on an action plan and set expectations for improvement (minimum of a pass to be entered for exams).

Step 4: Mock Re-Sit Assessment

- **Date:** T4
- **Action:** Learners complete mock re-sit assessments (if applicable).
- **Objective:** Provide a final opportunity to demonstrate readiness for progression.

Step 5: Final Decision

- **Date:** T4
- **Action:** Final course entry decisions made based on all evidence.
- **Outcome:** Communicated to learners and parents/carers