

## Admissions Policy and Procedures 2017-18 Entry

Loreto College is centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that it will be an educational community where each person has the experience of being loved and valued as a sacred individual created by a loving God; a community where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be men and women of courage who are alive to the needs of humanity and committed to making a better world.

### 1. Statement of Purpose.

Loreto College is part of the 5-19 continuum of Catholic education in Manchester and it exists to respond to the educational needs of young people from its partnership high schools and special needs schools in Manchester and surrounding areas. Its primary purpose is to guide these learners to success by challenging them to achieve academic and human excellence and by supporting them in the pursuit of this excellence.

In addition it will be proactive in identifying and responding to the needs of other learners from the Catholic, local and wider communities when they are consonant with the college's core values.

### 2. Context

Loreto College Manchester is part of an international network of Catholic colleges run, via the Loreto Trust Board, by the Institute of the Blessed Virgin Mary, a religious order founded in the seventeenth century by the Englishwoman Mary Ward.

It has provided education in Manchester since 1851 and was established as a sixth form college in 1977 as part of the re-organisation of Catholic secondary education in the city. Since April 1993 it has been a designated college under the 1992 Further & Higher Education Act.

### 3. Aims

It aims to be an educational community which:

- Is guided by the teaching of Christ and in turn guides its Catholic young people in their faith journey and provides all its members with the opportunity of living, working and worshipping in a Christian community.
- Gives expression to the core values of Mary Ward – freedom, justice, sincerity, truth, joy, excellence and internationality—and encourages “seekers of truth and doers of justice” who are able to challenge accepted notions and modes of society.
- Values all its students as individuals and values all types of learning.
- Encourages active student involvement in their own learning and lifelong learning.
- Works in partnership with parents, recognising that our students are their sons and daughters first.
- Invests in an appropriate level of staff training and development and sharing of good practice.
- Contributes to the education, religious, cultural and economic well-being of Manchester and its environs.

#### **4. Background**

The college offers a wide variety of post 16 educational courses which aim to satisfy the educational aspirations of as many of our Partner Catholic High School pupils as possible and other Catholic and non-Catholic applicants. To continue the ethos of the college it is important that we admit students who want to study in a college which has a distinctive Christian character, inspired by the life and work of Mary Ward. It is also important that students are capable of benefitting from and succeeding in the courses we offer. In implementing this policy, the college is mindful not only of its legal responsibilities but also of its core values and of its duty of care and respect for the dignity and worth of all those who are involved in the process.

#### **5 The purpose of this Policy and Procedures.**

- 5.1 The primary function of this policy is to establish the priority which will be given to applications.
- 5.2 The Admissions Procedures express the basis on which admissions decisions are made.
- 5.3 These Procedures then outline the stages a successful applicant goes through on their way to enrolment.

#### **6 Introduction**

- 6.1 The College admissions policy reflects the College mission and in particular its aim to provide a distinctive education for Catholic students and other students who wish to pursue their sixth form education in a Christian environment.
- 6.2 The college has a broad, balanced and coherent curriculum that provides choice and flexibility. The curriculum offer ensures that the student intake is fully comprehensive and students of all abilities are able to study courses that are appropriate in relation to their skills, attributes and Key Stage 4 outcomes. Students with a range of GCSE scores are able to access a personalised curriculum appropriate to their needs.
- 6.3 The admissions policy also reflects the College's association and commitment to meeting the needs of its Partner High Schools, which are:
  - All Hallows
  - Blessed Thomas Holford
  - Loreto, Chorlton
  - Our Lady's
  - St Ambrose Barlow
  - St Anthony's
  - St Damian's
  - St John Vianney
  - St Matthew's

- St Monica's
- St Patrick's
- St Paul's
- St Peter's
- St Phillip Howard
- St Thomas Moore
- The Barlow

## 7. Admissions Policy

7.1 The college welcomes applications from all students. When the college is oversubscribed, meaning that it has received more applications than the number of places it has available in any one year, the following priority will be given to applications:

- 1 Pupils from Partnership Roman Catholic High Schools
- 2 Catholic Pupils from Non-Partnership Roman Catholic High Schools
- 3 Catholic Pupils from other schools
- 4 Other Pupils
- 5 Pupils from any of the above categories who have not met the applications deadline.

Looked after children and previously looked after children have the highest priority in each category.

## 8 Admission Procedures

- 8.1 The closing date for applications is Friday, 13 Jan 2017.
- 8.2 The college currently offers no vocational training courses. In making this assessment the college has used the following definition of vocational training:

“A course in vocational training is any programme of study that leads to a NVQ or any qualification required for direct entry to a particular area of vocational or professional practice, **or** any programme of study focussed on the acquisition of skills and competencies specific to particular occupations and involving more than 30% of learning in the workplace”.

If the college did deliver vocational training, priority would be given to any applicant who meets the entry criteria and submits their application by a given deadline.

8.3 When considering a pupil's application we take into account several key indicators:

- 1 The reference provided for the pupil by the school, which must cover attendance, punctuality, conduct and application.
- 2 The pupil's suitability for the course being applied for.
- 3 The availability of the course which the pupil has applied for.
- 4 The estimated grades provided by the high school and the effort the pupil has shown to achieve these.
- 5 The pupil's wider interests and the potential contribution that they might make to the Loreto College community.
- 6 The commitment shown to study at Loreto College.
- 7 The appreciation of and commitment to Loreto's distinctive ethos.
- 8 The quality of the application
- 9 The receipt of the application by the college no later than the above deadline.

8.4 Successful applicants will be invited to interview to discuss the courses applied for, their longer term career intentions and the reasons for seeking a place at the College. As the College places great emphasis on the partnership between College and home, parents/guardians are strongly encouraged to attend the interview. The offer of a place will be withdrawn if an applicant fails to turn up for the scheduled interview without informing the college.

8.5 Successful applicants will be made an offer of a place in order to study specified courses. These will be the courses agreed at the interview. The offer will be subject to meeting the general entry requirements and the entry requirements for each subject. The College will endeavour to support subsequent requests for subject changes but this cannot be guaranteed.

8.6 Students will be required to enrol at the College on a specified date, following the publication of GCSE results. Failure to attend enrolment will result in the offer of a place being withdrawn, except where the College has received prior notification in writing.

- 8.7 Offers of places on all courses are made subject to their availability and the constraints of timetabling all of the various combinations requested. The College reserves the right to alter, substitute or withdraw courses/programmes as appropriate.
- 8.8 Offers of places to students with high cost additional learning support requirements are provisional pending the approval of funding from the relevant local authority.

## 9. College Entry Requirements

College Entry Requirements reflect the college's commitment to ensure that the curriculum is accessible and that students are able to pursue a full-time general education programme at a level appropriate to their Key Stage 4 qualifications. Please note that from summer 2017, GCSE Maths and GCSE English will be graded from 9 (highest) to 1 (lowest). When reference is made in this policy for a grade C in Maths/English it means a grade C obtained pre-summer 2017 or a grade 4/5 obtained in summer 2017 (depending on the chosen course)

- 9.1 The College entry requirements are:

### A Level Programme

For students who are anticipated to follow an A level programme the requirements are:

- 6 GCSEs between A\* - C including two of English, Maths or Science
- 2 should be at least grade B (or at least grade 6 if counting English & Maths from summer 2017)
- In addition there are individual course requirements in some subjects. Please see website for further details.

### Guided Programme

Sometimes a Guided Programme is appropriate when it is not possible for a student to satisfy the above requirements:- for example they may only be taking 5 GCSEs at school but yet be forecast to get very good grades in all of them. A Full A Level programme could be the most appropriate in this case or a reduced programme of A Levels and another course (a GCSE, a BTEC Level 3 Subsidiary Diploma) may be right in other cases. Each case will be dealt with individually by staff so as to ensure the best course for the student.

### BTEC Level 3 Extended Diploma

- Minimum of 5 GCSE: A\* - C including either English or Maths.

OR

- Level 2 Vocational Programme at Merit or above PLUS 3 GCSEs A\* - C including either English or Maths.

### **BTEC Level 2 Diploma**

- Minimum of 4 GCSEs at Grade D or better (or at least grade 3 if counting English & Maths from summer 2017)

### **BTEC Level 1**

- Minimum of Entry Level 2/3 qualifications

### **Foundation level – ASDAN Diploma in life skills**

- Working at P-level 8 or Entry Level 1
- A full commitment and ability to take part in Travel Training to become an independent traveller
- A full commitment and ability to take part in relevant work experience

### ***GCSE Maths and English Language***

- *All students who have not achieved at least a GCSE Grade C (or at least a grade 4) in Maths and/or English Language will be required to follow courses in the appropriate subject in order to work towards achieving these minimum grades.*
- *Students who were awarded grade D (or grade 3) in Maths must follow the GCSE Maths course and students who were awarded grade D (or grade 3) in English must follow the GCSE English Language course.*
- *Alternative Maths and English Language qualifications will be taken by students achieving less than a Grade D (or grade 3)*

9.2 Progression to the second year of study is not automatic and each student's suitability for progression will be assessed based on performance, conduct, attendance, punctuality and application in all aspects of their programme of study.

## **10 Appeals Procedure**

Parents/Guardians of students who have not been allocated a place may write to the Principal requesting a reconsideration of the decision. Requests should be addressed to: The Principal, Loreto College, Chichester Road South, Manchester M15 5PB.