

Guide to understanding the S6C target setting process.

During the early stages of your son/daughter's course we feel it is important to generate their A Level and Technical target grades and share this information with them as soon as possible. Students and staff then have an immediate awareness of what they are aiming to achieve from the outset in Year 12. This is important to compare the standard of work produced in class and self-study time with their assessments to determine whether that matches, exceeds or falls below the level expected to obtain their target grade.

We would expect students to be working below their target very early in the course as their skills, knowledge and understanding have yet to be developed. However we would expect this gap between their working grade and their target grade to narrow quickly as they consolidate their learning.

The targets that are generated are individual to your son/daughter and are created using their GCSE results. This information is used to calculate an individual score of their GCSE achievements from Year 11 and this information is then matched against national benchmarks for A Level /Technical achievement for the top performing students nationally.

Overview of A Level /Technical benchmarks and target grades

The table created here is a summary of the target setting used by the top performing sixth form colleges nationally. We are using this benchmark and have calculated a score to determine exactly what your son/daughter's target should be if they work to their full potential.

| GCSE grades | A Level Target grade | Level 3 Technical Target grade |
|---|----------------------|--------------------------------|
| Students who achieved all A/A* grades in their GCSE courses | A | Distinction * |
| Mainly A's and some B grades | B | Distinction * |
| Mainly B's with a few A's | B/C | Distinction |
| Mainly B's with a few C grades | C | Distinction |
| Mainly C's | C/D | Merit |
| D/E's with 4 C's | C/D | Merit |

Will the target change?

The target grade may appear aspirational but we are confident that these are achievable with the right work ethic, guidance and support. Therefore the target will not be lowered.

If however we feel that your son/daughter has a particular aptitude in one or more subjects and they are achieving assessment grades regularly at their target grade or above, then we will discuss this with the student before altering their target grade and making it more aspirational.

If you have any further questions about the target setting process then please contact Mrs Henderson directly at lhenderson@salisbury6c.ac.uk



S6C Student Progress Report

Date

Salisbury Sixth Form 2017-18

Student name (Tutor group)

| Subject | Target grade | Data Capture 4 Progress | Data Capture 4 Grade | Class Effort | Home learning | Predicted Grade |
|------------------|--------------|-------------------------|----------------------|----------------|----------------|-----------------|
| Law | B | + | A | Outstanding | Outstanding | |
| English Language | B | - | B- | Good | Good | |
| Sociology | B | = | D+ | Below expected | Below expected | |

Understanding the grades

Progress expected

Grades awarded in class tests are not the only measure of progress. Staff will make a judgement about the skills they observe in class and determine if these overall provide a clear picture as to whether a student is working at the right level: above, expected or below. These are identified as a +(above), = (at) or – (below) the expected level.

Academic qualifications: Grades A to E are pass grades at A Level. U is a fail. An X awarded means an assessment has been missed in class although there will be an expectation that a student completes this at the next available opportunity.

Technical qualifications: Students are working towards a different grading criteria between the highest award of Distinction* (D*), through to Distinction (D), Merit (M) and Pass (P). A best fit grade will be predicted from unit completion throughout the course. If work is not completed to a pass grade or higher the students grade will state NYP for not yet passed. This would be a serious cause for concern.

Predicted grade

All formal assessments from the Spring Term through to the Summer term will have a predicted grade recorded. This grade can and will change as students develop their knowledge and skills. It can improve or drop and provides a best fit of expected grades if the quality of work remains the same.

Approaches to Learning

The commitment and effort towards progress in subjects plays a significant role in student progress and employability skills for progression after sixth form. Therefore we measure this commitment both in class and from the independent work set for homework and private study.

Grades range from Outstanding to Cause for concern. We expect all students to be awarded at least a good rating by teaching staff across their subjects. This shows the right level of commitment and development expected at sixth form. We want students to aspire to Outstanding which is exceptional focus, commitment and development of skills. This will be abbreviated in the table as: O – Outstanding, G – Good, S – Satisfactory and B – Below expected.



Approaches to Home Learning – Guidance Criteria

| PERSONAL ORGANISATION | |
|--|---|
| GRADE | COMMENT |
| Outstanding | A student who is always organised and prepared with books and appropriate equipment / kit. |
| Good | A student who is generally is well organised with books and appropriate equipment / kit. |
| Satisfactory | A student who is inconsistent with personal organisation. |
| Below expectation | A student who is often disorganised, which leads to inappropriate behaviour. |
| INDEPENDENT LEARNING | |
| GRADE | COMMENT |
| Outstanding | A Student who is a very well organised, independent learner. Homework, placements, coursework and controlled assessments are completed to the very best of their ability. |
| Good | A student who is generally well organised and is beginning to demonstrate independence in their learning. Homework, placements, coursework and controlled assessments are completed to a good standard. |
| Satisfactory | A student who is less organised and struggling to come to terms with independence in their learning. Homework, placements, coursework and controlled assessments are generally completed, but could be improved upon with more care to detail. |
| Below Expectations) Cause for Concern | A student with the potential to achieve more, but whose lack of commitment to independent learning / placement is hindering his or her progress. Homework when completed is to a basic standard. They would also benefit from greater attendance at study support sessions. |
| HELP, ADVICE AND GUIDANCE | |
| GRADE | COMMENT |
| Outstanding | A student who is confident in their understanding of the subject content and therefore only seeks help, advice and guidance when necessary. |
| Good | A student who is showing maturity towards their learning by asking for help, advice and guidance to advance their progress. |
| Satisfactory | A student who is beginning to take greater responsibility by asking for help, advice and guidance on a more regular basis. |
| Below Expectations (Cause for Concern) | A student who rarely asks for help, advice and guidance and as a consequence has gaps in their learning. |



Approaches to Learning – Guidance Criteria

| CONTRIBUTION TO LESSONS | |
|---|---|
| GRADE | COMMENT |
| Outstanding | .A student who is proactive in their learning, seeking help, advice and guidance in the classroom when required. Always able to makes sensible contributions. |
| Good | A student who is becoming more proactive in their learning, seeking help, advice and guidance in the classroom on a more regular basis. Offers sensible suggestions regularly. |
| Satisfactory | A student who would benefit from being more proactive in their learning seeking help, advice and guidance in the classroom more readily. Is capable of making sensible contributions, but these need to be more frequent. |
| Below Expectations (Cause for Concern) | A student who rarely asks for help, advice and guidance and as a consequence has gaps in their learning. A student who rarely makes contributions to a lesson |
| EFFORT | |
| GRADE | COMMENT |
| Outstanding | Describes a student whose work ethic is exceptional. Content and presentation of work and participation in lessons would be the very best that the student is capable of. |
| Good | Describes a student that shows care for their work, who always makes some positive contribution to lessons and shows a determination to succeed in problem solving activities. |
| Satisfactory | Describes a student whose work shows an acceptable level of care and shows some perseverance to solving problems, if initially unsuccessful. |
| Below Expectations (Cause for Concern) | Describes a student whose work shows some easily avoidable errors, who struggles to participate willingly in lessons and who is reluctant to persevere with problem solving. |
| ATTITUDE TO LEARNING | |
| GRADE | COMMENT |
| Outstanding | Excellent - Always portrays a positive attitude which results in exceptional learning. They are always keen to maximise their potential and go well above and beyond the normal expectations. |
| Good | Good – In the majority of lessons a positive attitude is portrayed and a desire to improve learning. |
| Satisfactory | Satisfactory – A student who is well behaved, but has a tendency to be passive in their attitude to learning and who is happy to be working within their comfort zone. |
| Below Expectations Cause for Concern | Unsatisfactory – Is prone to inappropriate behaviour (a majority of lessons), which may include talking, disrupting others, not on task or not paying attention. |



| | | |
|--------------------------|--|-----------------------------------|
| Data capture 1 | September 28 th | Folders also checked |
| Data capture 2 | October 19 th | Approach to learning grades given |
| Data capture 3 | November 16 th | Folders also checked |
| Data capture 4 | December 7 th | Approach to learning grades given |
| Reports sent home | December 14 th | |
| Data capture 5 | January 25 th | Folders also checked |
| Data capture 6 | February 22 nd | Approach to learning grades given |
| Data capture 7 | March 15 th | Folders also checked |
| Reports sent home | March 23 rd | |
| Data capture 8 | April 19 th | Approach to learning grades given |
| Data capture 9 | May 10 th | |
| Data capture 10 | June 7 th | Approach to learning grades given |
| Summer Mock Examinations | June 18 th – 22 nd | |
| Data capture 11 | June 28 th | Mock results in Folder checks |
| Mock results published | July 6 th | |
| Enrol into Year 13 | July 17 th – 18 th | |

Other key dates for diaries

GCSE Maths resits - Paper 1 Tuesday 2nd November, Paper 2 Monday 6th November,

Paper 3 Wednesday 8th November

Revision session **Friday 5th November - periods 1 and 4**

Revision session **Tuesday 7th November – periods 3 and 4**

Thursday December 14th – 2.00 – 7.00 pm. Student Review Day

Tuesday February 6th Year 12 Parents Evening 4.30 – 8.00 pm – Progress feedback

Thursday March 1st – 2.00 – 7.00 pm. Student Review Day

Note: These dates may not match the internal deadline dates for vocational course assignments. A best match of performance of work submitted will be placed in the correct data capture.

