

## Guide to Tracking Assessment Grades





### Target Setting

Each student is set individual Target Grades in every subject they study. We use the ALPS Target Setting system across Y12 & Y13. This sets challenging Target Grades, compiled using students' average GCSE scores. These Target Grades are the grades students are expected to reach by the end of Y13. Student progress in individual subjects is then judged against these Target Grades throughout the two years.

At each Progress Review Point (October & January for Y13 and November & February for Y12) teachers are asked to give a Current Working Grade (A\*-E for Y13) and (A-E for Y12). For Vocational Course these grades will be P (Pass) M (Merit) Di (Distinction) & Di\* (Distinction \*). These grades represent the standard of work a student has produced so far in class and for homework. It also takes into account any assessments that will count towards the final grade. Students are also given an Attitude to Learning Grade (1-5) at each Progress Review Point.

### Information on Grading Colours

The colours below are used for Sixth Form Tracking Grades. We hope that this makes the sheet easy to understand and clearly highlights where students are doing well and where there is a need to improve. If you do have any questions please contact the Sixth Form directly.

-  Exceeding target
-  Achieving target
-  One grade below target
-  two or more grades below target (or grade U)

### Attitude to Learning Grade:

|   | Attitude to Learning Descriptor   |
|---|---|
| 5 | <ul style="list-style-type: none"><li>• <u>Exceptional</u> attitude to learning, <u>consistently</u> demonstrating the <u>highest levels</u> of effort to all tasks.</li><li>• Independent study tasks are <u>always</u> completed and submitted <u>on time</u> to a high standard.</li></ul>                   |
| 4 | <ul style="list-style-type: none"><li>• <u>Good</u> attitude to learning, demonstrating <u>high levels</u> of effort to tasks.</li><li>• Independent study tasks are submitted <u>on time</u> to an <u>appropriate</u> standard.</li></ul>  |
| 3 | <ul style="list-style-type: none"><li>• Attitude to learning is <u>not always consistently good</u>, and effort can be <u>varied</u>, <u>not always meeting</u> expectations.</li><li>• Independent study tasks are <u>not always</u> submitted on time or can be <u>below</u> the expected standard.</li></ul> |
| 2 | <ul style="list-style-type: none"><li>• <u>Poor</u> attitude to learning, with a <u>lack of effort</u> frequently seen in tasks.</li><li>• Independent study tasks are <u>rarely</u> completed on time or to the expected standard.</li></ul>   |
| 1 | <ul style="list-style-type: none"><li>• <u>Rarely in lessons</u> to make a judgement.</li></ul>   |