

		Status		
		ACHIEVE	ASPIRE	SUPPORT
Interventions		Possible interventions: <ul style="list-style-type: none"> Independent/supported study on campus is available. ELOs. Additional support available on request for time management, revision, careers. 	Possible interventions: <ul style="list-style-type: none"> Minimum of two hours of non-contact time to be timetabled as independent/supported study on campus. ELO attendance is expected Voluntary mentoring by teacher/S+G/Mr Botten. Peer mentoring. Access to additional support for time management, revision, careers. 	Possible interventions: <ul style="list-style-type: none"> Minimum of five hours of non-contact time to be timetabled as independent/supported study on campus. ELO attendance is mandatory. Mentoring with teacher/S+G/Mr Botten. Peer mentoring. Time-management support. Careers guidance. Monitoring reports to focus on need (e.g. attendance/punctuality/uniform/attitude to learning) Home-school monitoring report. Regular contact with parents.
	Criteria	Attendance	Minimum 95%	Minimum 95%
	Prediction	On course to achieve or exceed target grade set	Up to two grades below target grade set	Three or more grades below target grade set
	ATL	Minimum 95%	Minimum 75%	Below 75%
	Uniform	Rarely an issue	Usually smart and correct	Regularly fails to follow the Sixth Form dress code

Attendance

This % will be taken from registration documents. The pandemic has had an impact on attendance, however, this is not straightforward; if a student has been asked to self-isolate as they have been identified as a contact or is in the process of being tested this does NOT affect their attendance %. If a student has tested positive for covid this is categorised as an 'illness' and will impact the overall attendance (as per government guidance). Whilst we cannot change the overall % we are aware of the reasons for individual student absence and appreciate that the pandemic has resulted in unavoidable absence.

Prediction

Students are monitored against their target grade set (which is based on their GCSE grades). Subject staff will review and update estimated grades for each academic summary. For students studying four A Levels, we will award their 'prediction' status based on their best three subjects.

ATL (Attitude to learning)

The ATL criteria is based upon the VESPA model which identifies the qualities, and actions a student should take to support them in achieving their goals. Post 16 study is challenging and as a result the criteria, particularly the 'Achieve' criteria, guides students to the actions that will help them rise to the challenges of these courses.

- The 'achieve' criteria consists of 'proactive tasks' - these are not tasks a teacher would routinely set but tasks a student would set themselves based on self-awareness and reflection. These tasks will be personal to that student.
- The 'aspire' criteria consists of 'reactive' tasks - these are the tasks/expectations routinely set by a teacher. These tasks/expectations will be the same for everyone in the class.
- Students who need additional help in meeting the 'Aspire' criteria are likely to fall into the 'Support' criteria.

For each category a student will receive a 1 – 4 score. Students will receive a score for each subject which will be converted into an overall %.

Overall Status

All students will be awarded an intervention 'status' (Support/Aspire/Achieve). The status is reviewed and updated with each academic summary. The overall status is based on the lowest status from each of the report components (prediction, ATL, attendance and uniform). The status system allows the academy to identify and support a student who may need additional interventions to achieve their goals.

Attitude to Learning

	VISION <i>How well do you know what you want to achieve?</i>	EFFORT <i>How much hard work/independent study do you do?</i>	SYSTEMS <i>How do you organise your learning and organise your time?</i>	PRACTICE <i>What kind of work do you do to practice your skills?</i>	ATTITUDE <i>How do you respond to setbacks?</i>
1. ACHIEVE You are proactive	You know what is required to achieve your target grade.	You always complete your classwork/homework/coursework to a high standard.	You always meet deadlines.	You are proactive in completing additional exam questions and use the mark scheme to give yourself feedback.	You are proactive in responding to feedback and setbacks e.g. you take immediate action on feedback.
	You can make connections with previous learning (e.g. between and/or within topics).	You actively involve yourself in your lesson (e.g. you contribute to discussion and group work).	You use checklists to identify your areas of weakness and are proactive in revisiting these.	You are proactive in practicing key skills	You are proactive in seeking help e.g. attend ELOs/peer self-help groups.
	You are curious and understand the role and value of this subject in a wider context (e.g. you can make links to news stories, documentaries etc).	.You are proactive outside of lessons; you have clear routines before and after lessons.	You are fully prepared for your lesson with the necessary equipment and have completed prior reading.	You use effective revision strategies appropriate to KS5 study e.g. retrieval, spaced learning, interleaving, dual coding.	You are proactive in communicating with your teacher to highlight and address any concerns. You focus on yourself and do not compare yourself negatively to others.
2. ASPIRE You are reactive	You know what your target grade is.	You usually complete your classwork/homework/coursework to a high standard.	You usually meet deadlines.	You complete exam questions you have been directed to.	You respond positively to feedback and setbacks.
	You ask questions to help improve your understanding and/progress.	You pay attention and listen carefully to the teacher and other students.	Your classwork and other learning resources are well organised.	You know the subject specific skills which are essential for success and try to practice them.	You accept help when it's offered.
		You maintain focus and avoid distractions throughout your lesson.	You use checklists to identify your areas of weakness. You are prepared for your lesson with the necessary equipment.	You use a combination of 'comfortable' revision strategies whilst trialling new approaches.	You focus on yourself and remain positive.
3. SUPPORT	You are unsure of your target grade and what is required to be successful.	You need support/supervision to ensure your classwork/homework/coursework is completed to the best of your ability.	You need support with your organisation to meet deadlines.	You need support in getting started with exam questions.	You need support to remain motivated after receiving constructive feedback.
	You are reliant on your teacher noticing when you need help.	You often need key information and tasks repeated to you.	You need support organising your classwork and learning resources.	You need support in identifying the skills essential for success.	You need encouragement to accept help.
		You need support/reminders to maintain focus and avoid distractions throughout your lesson.	You need to be reminded of missing work and gaps in your knowledge. You need to borrow equipment to be able to complete classwork.	You need support in adopting more effective revision strategies.	You need support to stay focussed on your own progress and to avoid comparing yourself negatively to others.
4	<i>You have failed to engage sufficiently with the support that has been offered.</i>				