

## Target Setting

### A Level and Level 3 Courses (two – year courses)

Targets are initially derived to reflect the most likely reasonable outcome based on the average of a student's GCSE grade performance. Where GCSE grades are not available (e.g. if a student has joined the college from overseas), targets are derived using the best equivalence information available.

The information used to set targets is obtained from a range of sources including proprietary forecasting systems which take a 'realistic but aspirational' <sup>1</sup> approach to target generation.

The initially derived targets then undergo two processes:

1. Adjustment to include a further aspirational element achieved by reference to the collective performance in each subject in a given year, such that performance is expected to be within the top 25% of centres.
2. Individual review by subject staff based on their professional expertise and their knowledge and experiences of the student's ability and potential gained during the early part of the course.

**Our staff will always support to students to achieve in excess of their targets; and targets reflect the minimum expected achievement.**

It is therefore unusual to amend targets during the two-year course as this can have a detrimental impact on students, however this is possible if evidence from formal assessments and the professional judgement of subject staff and sixth form leaders deem this to be appropriate, and it is expected that this would be in agreement with the student concerned.

Once target grades have been determined and reviewed, they are shared with both students and their parents and carers. Both are invited to discuss queries relating to the targeting process with tutors, subject staff and leaders at this point, should they wish; and students will discuss the targets with subject staff and tutors.

Please see overleaf for explanations of the grading structure and for information relating to Level 2 and GCSE courses. Further information can be sought by contacting the Bishop Laney Sixth Form Office ([office@bishoplaney.org](mailto:office@bishoplaney.org)) at the college.

<sup>1</sup> <https://alps.education/why-alps>



### **A Level Grades**

A Level grades are reported on a seven-point, lettered scale between A\* (the highest) and E (the lowest pass grade) and a U grade, representing an ungraded outcome.

### **Technical and Applied (BTEC and others) Grades**

Grades in technical and applied subjects are usually set using a grading structure which ranges from Distinction (D), through Merit (M) to Pass (P). In some courses a Distinction\* (D\*) outcome is available.

## **Level 2 Technical courses (one – year courses)**

Targets are set with reference to a student's prior performance but, reflecting performance measures, it is recognised that performance in the GCSE curriculum does not correlate as strongly with Level 2 Technical outcomes as would be the case with A Level.

Once derived, targets are therefore revised on the basis of staff experience of students in the first part of the course, which includes early assessment of the relevant knowledge and skills.

To ensure challenge and aspiration are embedded within targets, reference is also made to national achievement levels within qualifications and qualification groups.

Grades are set using a grading structure which ranges from Distinction (D), through Merit (M) to Pass (P). In some courses a Distinction\* (D\*) outcome is available.

## **Post 16 GCSEs in English and Maths (one – year courses)**

Post 16 GCSEs in English and Maths are taken by students who have not yet achieved a grade 4 in the relevant GCSE subject. The aim of this element of a student's study programme is to secure a grade 4 in the relevant GCSE qualification; and therefore a student's target reflects this.

In exceptional circumstances for a student for whom a grade 4 GCSE is not a reasonable expected outcome, then a stepping stone qualification may be studied and an appropriate target grade determined; in line the national guidance for post 16 study programmes.