

## Contribution Levels (Sixth Form)

These levels are agreed as a result of a process of student self-evaluation moderated by the tutor. They are first finalised and communicated home in gradesheets except when specific behaviours trigger a move to lower levels.

Level	Description / Indicators
<p><b>A*</b></p>	<p><b>Showing leadership and the capacity to make a significant difference and ready for life and work beyond school</b></p> <ul style="list-style-type: none"> <li>• In addition to the qualities outlined as ‘Good’ below has a substantial and sustained commitment to activity beyond their own needs and interests and has involvement in activities and projects over time which demonstrate this.</li> <li>• Is taking a leadership and organisational role in some respect, either in sixth form, in building links with main school, or beyond school</li> <li>• May lead assemblies such as to raise awareness on key issues of justice, respect, diversity and equality.</li> <li>• Encourages and develops the understanding and contributions of others, acting as an ambassador/role model in school and beyond</li> <li>• Is highly aspirational for their future plans, investing thought and planning into finding the right path, testing out options through relevant experiences, and building up a strong profile of evidence of commitment and transferable skills which will equip for future leadership in movements of social change or in the world of work.</li> </ul>
<p><b>A</b></p>	<p><b>Making a valuable contribution to the common good and wellbeing of others and preparing well for life and work beyond school</b></p> <ul style="list-style-type: none"> <li>• Committed to making a difference in the world which furthers the common good and the well-being of others, which promotes justice and which respects the beliefs and values of others. Shows interest in social, political and global issues.</li> <li>• Participates in voluntary activities and initiatives in school and/or beyond the school which make a difference in these ways, such as participation in Year Council or in school music or drama productions</li> <li>• Supportive of the school’s ethos and values and looks for ways to help staff and other students or help with school events.</li> <li>• Is prepared to question things which seem to stand in the way of social progress and is a courageous advocate for positive change.</li> <li>• Giving significant thought to future plans and aspirations. Developing an understanding of the world of work and the skills which will be required to make a positive contribution to the workplace in the future, developing evidence that they can collaborate and communicate well with others, and are organised and resilient.</li> </ul>

Level	Description / Indicators
<b>B</b>	<p><b>Able to think of others beyond oneself and with some transferable skills and thought for life and work beyond school</b></p> <ul style="list-style-type: none"> <li>• Has volunteered or participated in some activity in school or outside of school during the last year which has been primarily for the benefit of others, but this is not a regular occurrence.</li> <li>• Listens actively and thoughtfully in registration, assembly, core and extension lessons and has some awareness of wider social/global issues and engagement when raised in school but not particularly motivated or concerned by issues of welfare, justice or well-being beyond immediate social and family connections.</li> <li>• Does not have a well-developed understanding of what is expected in the world of work but beginning to give some thought to future plans and to develop evidence of the transferable skills of organisation, collaboration, communication and resilience which are of value in the workplace.</li> </ul>
<b>C</b>	<p><b>Limited capacity to consider the needs and perspectives of others or readiness for life and work beyond school</b></p> <ul style="list-style-type: none"> <li>• No engagement with the school's values and ethos</li> <li>• No voluntary activity in support of the school community or wider community beyond own immediate needs and interests</li> <li>• Doesn't take part in voluntary or charity events in school</li> <li>• Limited awareness of social, political or global issues or engagement with these issues when raised in Core, registration, assembly or Extension studies</li> <li>• Rarely offers to support or help others beyond immediate social connections</li> <li>• Minimal thought or planning given to next steps or to development of evidence of wider transferable skills employers/Unis would value</li> </ul>
<b>D</b>	<p><b>Involvement in specific issues requiring the attention of the Head of Sixth Form</b></p> <ul style="list-style-type: none"> <li>• Behaviours or language in person or online which has a significant negative impact on the cohesion and wellbeing of the school community or which brings the school into disrepute.</li> </ul>
<b>E</b>	<p><b>Involvement in specific issues requiring the attention of the Headteacher</b></p> <ul style="list-style-type: none"> <li>• Targets set when Level D applied have not been met by deadlines given and insufficient effort has been made towards these</li> <li>• Alternatively behaviours or language might have an extreme negative impact on the cohesion and wellbeing of the school community or bring the school into significant disrepute.</li> </ul>