

Engagement Levels (Sixth Form)

These levels are determined by the teacher and subject head as a measure of engagement with academic learning. **Levels are first allocated in November of Y12.**

Level	Description / Indicators
A*	<p>Thriving – already well equipped with the skills and attitudes for very successful progression to further post-18 study</p> <ul style="list-style-type: none"> • Always hands in work on time, which is thorough and often shows greater breadth or depth than expected. • There is significant evidence of super-curricular reading and research, beyond the textbook and the set homework tasks. • Asks well-informed questions. • Offers insightful contributions to class discussion. • Improves the learning of others by being positive and supportive. • Has a very well established and successful personal approach to revision.
A	<p>Demonstrating a consistent A Level mind set and skill-set</p> <ul style="list-style-type: none"> • Academic work is completed to a high standard and consistently handed in on time. • Hard-working, focused and conscientious in class and in private study. • Completing an 'hour for an hour'. • Has well organised notes/files. • Participates well in group activity/discussion. • Knows how to improve and has a plan for doing so. • Has an effective range of revision techniques and develops resources as they go along to be well prepared for ongoing assessment • Resilient when facing challenges and communicates proactively with teachers.

Level	Description / Indicators
B	<p>Meeting Basic expectations but still in GCSE mind-set and dependent on teacher for direction and monitoring to make progress</p> <ul style="list-style-type: none"> • Arrives at lessons on time and with appropriate equipment. • Focused in lessons. • Homework is handed in on time. • Mostly completes an 'hour for an hour' study. Sometimes reviews work done after lessons and does additional work beyond what is set but not at a consistent habit. • Sometimes needs to be told what to do rather than taking initiative to solve problems and find things out. • Files and notes may need further organisation. • Will engage with group work and respond to questions when required to but less commonly initiates this or asks questions. • Generally resilient but sometimes lacks perseverance when tasks are challenging and could communicate better with teachers to find solutions. • Has some knowledge of revision techniques and at times uses these to revisit previous work.
C	<p>Causing concern through sustained behaviours/ approach to academic work</p> <ul style="list-style-type: none"> • Can lack focus in lessons. • Often misses deadlines or produces work not at a suitable level for ability and capacity. • Does not catch-up work from missed lessons. • Little evidence of 'hour for an hour' work and seems unprepared for assessments / behind with coursework. • Very passive in class, rarely contributing or participating or endeavouring to give answers to questions. • Gives up easily when things become challenging.
D	<p>Ongoing concerns in approach to academic work</p> <ul style="list-style-type: none"> • Concerns identified at Engagement Level C are persisting and not responding to teacher support. • OR Alternatively Level D may be applied when a student persistently disrupts others in class or shows a lack of respect for teachers.
E	<p>Significant ongoing concerns in approach to academic work</p> <ul style="list-style-type: none"> • Concerns identified at Engagement Level D have not been addressed. • Significant concerns raised about the appropriateness of a student studying this subject and their readiness for the external assessments. • Not responding sufficiently to the teacher and any additional support offered.