




Progress Audit indicators

The Progress Audits are based around the VESPA characteristics of successful students.

Vision, Effort, Systems, Practice and Attitude

Vision relates to the goal students have, and attitude relates to how students respond to setbacks and learning from the feedback received. The other three areas are covered in these descriptors.

Progress Audit	1 Excellent	2 Good	3 Needs some improvement	4 Needs significant improvement
Effort 	You complete independent work above recommended hours per subject per week. You complete all tasks to deadlines	You complete work set to deadline and there is some evidence of additional independent learning.	You do not always meet deadlines for set work and there is little evidence of additional independent learning.	You often miss deadlines for set work and there is no evidence of regular independent learning.
Systems 	Very well organised, your course notes are structured and set up for revision for examined subjects. For applied subjects, you prioritise tasks appropriately and can manage your workload effectively.	You are mostly organised and prepared for learning. You can prioritise tasks and assignments to produce good quality work to deadlines	You often need help to structure note taking and/or you are not always prepared for learning, which can cause issues when revising. You may struggle to manage tasks and prioritise workload.	There is little organisation of evidence of a system. You rely on direct instruction for direction, notes are not set up for effective revision. You struggle to prioritise workload and identify key tasks.
Practice 	You utilise a range of techniques to review content, you practise exam questions and actively seek out feedback to improve. You use feedback on NEA assignments to improve the quality of work.	You focus well on one or two of the 3 elements (content, practice, feedback), but you are making less progress than if all 3 were equally effective. You might sometimes avoid leaving your comfort zone or pushing for the highest mark bands.	You do not always effectively apply your learning. You often focus effort on learning content without application, or you may not use feedback to improve. You might be stuck in inappropriate routines that worked at school but do not work at this level.	There is little evidence of any attempt to improve through practice. There is little or no evidence of preparation for tests or assignments. You may accept hitting the lower grade descriptors as good enough.

GRADES

MEG: Minimum Expected Grade based on your GCSE grades. It is calculated by looking at how students with similar GCSE grades did across the whole country in previous years. The MEG

Working At Grade: Based on work so far, and the point in the course. Not necessarily the grade you would get if you took the exam tomorrow, but the approximate level you are working at right now.

Predicted Grade for UCAS: This is a positive prediction – the grade you have the potential to get with sufficient revision and work over the remainder of the course.

Attendance

Students with 95% attendance achieve around one grade higher than students with 85% attendance, given the same prior achievement.