

## HNC's Key Terminology Explained for Staff

Name	Explanation
<b>Statistical Grade (SG)</b>	A statistically generated grade that is calculated using GCSE grades on entry. HNC's Statistical Grades are very aspirational as they are based on the performance of the top 25% of students within the cohort. As these are an aspirational grade based on national data, they are not a prediction of what an individual student is going to achieve, and they do not limit what a student can achieve. Statistical Grades are used by teachers to provide motivation as to the high level that an individual student can achieve and are the starting point for an on-going learning conversation with the student. It is very common for students with the same Statistical Grade to achieve different final grades at the end of their course. This is influenced by their attendance and work ethic throughout the course, in addition to the teaching and learning provided.
<b>Progress Grade (PG)</b>	Teachers award students a Progress Grade at every Progress Point (ProP). Progress Point reviews occur on an approximately ½ termly basis. <b>The Progress Grade is the final grade that a student seems most likely to achieve taking into account all the evidence from classwork, homework, coursework, internal or external examinations, skills and knowledge development, attendance and work ethic.</b> It is not the grade that a student would achieve if they completed their course or sat their exams today. These professional judgements are based on the collective evidence available at the time and are not a guarantee of outcomes. They depend upon the student continuing to work and to develop in a similar manner to when the Progress Grade is inputted; these grades tend to become more accurate over the duration of a course. Note that there is often a disparity between a students' Progress Grade and the marks that they are being awarded on Markbook as the Progress Grade is based on a collective of evidence and a Markbook grade on a single specific piece of evidence (for example an assessment).
<b>UCAS Grade</b>	UCAS grades are decided early in the 2 <sup>nd</sup> year of a student's course of study and are an estimation of the best possible grade that a student can achieve in the subject. UCAS grades are very optimistic.
<b>Mock Exam Grade (MEG)</b>	Mock exams are taken by A level students in the January or February of their second year. Teachers adopt different approaches to the setting of mock exams, depending upon the learning that they are seeking to promote through the mock process. Although mock exams are taken under exam conditions, the results that students achieve cannot be assumed to be the results that they will achieve when they sit their final exams in the summer. They are an early

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	indicator of what a student can achieve under exam conditions, to inform learning priorities in preparation for the final exams in the summer.
<b>Maximum Achievable Grade (MAG)</b>	Students studying towards qualifications which are graded largely on the basis of coursework (BTEC and CACHE) are allocated a MAG at every Progress Point. The MAG is the maximum grade profile that the student can achieve at that point in time. A student's MAG will decrease over time if they achieve low grades in the coursework that they submit and / or in the exams that they take. It is important to note that on some courses a student's MAG will be very dependent upon their performance in the examined unit(s) which is why these units are of particular importance.
<b>Awarded Grade</b>	A level qualifications are graded A*-E, a U grade is a fail. BTECs are graded Distinction*, Distinction, Merit, Pass, Fail. GCSEs are graded 9 - 1, colleges and employers treat grades 9 - 4 as passes, a U is a fail.
<b>Level 2 (GCSE English and maths, L2 BTEC)</b>	Students on Level 2 courses are automatically allocated the grades required for progression to Level 3 as their Statistical Grades. This means that most GCSE resit English and maths students have a Grade 4 as their Statistical Grade and every Level 2 BTEC student has MM as their Statistical grade. These Statistical Grades are not a guarantee that a specific student will go on to achieve those grades. Every student has a different starting point their final grade is influenced by their attendance and work ethic, in addition to the teaching and learning provided.
<b>Trial Exams</b>	Trial exams are taken by A level students during the final term of Year 12. Trial exams provide students with the opportunity to practise their exam skills and test their current subject knowledge. Teachers use the results of the Trial Exams to identify students who require additional support and challenge to achieve their best.
<b>BTEC exams and coursework</b>	Students taking Level 3 BTEC qualifications are assessed through a combination of examined units and coursework units. It is important to note that if a student fails an externally set and assessed examined unit three times they cannot pass the course, irrespective of the coursework marks that they achieve.
<b>Attendance</b>	Research proves that students who miss 10% of their lessons on average drop one grade. In comparative terms, eight days of individual absence would move a student one place down a ranking of 100 students by achievement. The College expectation is that students attend 100% of their lessons, with a baseline of 95% for genuine absence. All genuine absences (such as illness) must be reported to the College before 10:00am on the day of the absence. Other

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	known genuine absences, such as for an Orthodontic appointment or a Driving Test, must be authorised in advance through consultation with the Progress Tutor.
<b>Progress Tutor and Tutorial</b>	The Progress Tutor is the key point of contact for students and parents / carers. Progress Tutors have regular 1-2-1 meetings with their tutees to review progress and set targets. They provide academic guidance; encourage tutees to think about their learning more broadly; provide advice and know when to get more expert help if things are not working out; offer pastoral support and guidance on a range of topics (academic, personal, emotional, social); encourage tutees to actively participate in enrichment activities; discuss and plan the next stage in a tutee's life (including applying for university, apprenticeships or employment) and write their reference.
<b>Progress Point Target Setting - VESPA</b>	At every Progress Point (ProP) course tutors allocate their students a VESPA target area to focus on in order to support their continued improvement. Students are responsible, with course and progress tutor support, for deciding exactly how they are going to address the specified VESPA target area. Teacher's record, track and monitor VESPA targets in a way that works best for them. Progress Tutors discuss VESPA targets during their regular 1-1 meetings with tutees and support them to make progress towards achieving these personalised targets. Please refer to the table below for further details about each element of VESPA.

## An Overview of VESPA Target-Setting

VESPA Target	Description	Recommended Student Action	Recommended Staff Action	Cross-College Targeted Intervention
<b>V</b> <b>Vision</b>	<ul style="list-style-type: none"> <li>• A vision provides students with an overall purpose and from this flows motivation, commitment and focussed action. Students without a clear vision tend to hit a ceiling and underperform. If a student doesn't know why they are in college their effort soon decreases when the going gets tough.</li> <li>• A clear vision enables students to set short and medium term targets, it leads to tangible action to achieve their long-term goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear purpose for being in college; if lacking a clear purpose speak to teachers / tutors / careers advisors / parents / trusted friends about potential future careers.</li> <li>• Once you have a vision break it down into an actionable plan (short / medium / long term goals). Stick to the targets that you have set for yourself even when you encounter obstacles.</li> <li>• When you experience setbacks in achieving your vision – and everybody does – proactively reach out to your support network to help you get back on track as quickly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly encourage students to have an aspirational vision and ensure that they put in the necessary steps to making their vision a reality. You can do this by:               <ul style="list-style-type: none"> <li>○ Providing course-specific progression information.</li> <li>○ Taking the time to discuss career paths with students on a 1-1 basis.</li> <li>○ Regularly reminding students of the role that your qualification will play in their future plans.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indicative trigger:</b> 3 Vision targets (final year students will be prioritised).</li> <li>• <b>Cross-College intervention:</b> Identified students will be expected to attend a compulsory meeting with the careers team to discuss progression options so that the student can develop a vision for their future beyond HNC.</li> <li>• <b>Cross-College lead:</b> Careers Team.</li> <li>• <b>Teacher input:</b> Ensure that your students know:               <ol style="list-style-type: none"> <li>1. Why they have been set 'Vision' as their key VESPA target.</li> <li>2. What you expect the student to do in order to improve their vision.</li> </ol> </li> </ul>

VESPA Target	Description	Recommended Student Action	Recommended Staff Action	Cross-College Targeted Intervention
<b>E Effort</b>	<ul style="list-style-type: none"> <li>• Many students believe in the myth of effortless success – ‘you’ve either got it or you haven’t’. Believing that effort has no impact upon success often leads to disengagement and withdrawal as the challenges become harder and the setbacks more frequent.</li> <li>• In reality, effort underpins success and this applies to every aspect of life including studying at college.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and acknowledge the clear link between effort and success which applies to every walk of life.</li> <li>• Devote the recommended time to independent study. The College’s general rule is that you should allocate 1 hour of independent study for every 1 hour of class time.</li> <li>• Log independent study and proactively identify opportunities to undertake more study.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote stories, studies and research which demonstrate that success is dependent upon effort - posters, assessment feedback, teaching and tutorial activities.</li> <li>• Constantly reinforce the College’s message that willingness to put in great amounts of time and effort are significant factors in success.</li> <li>• Clearly quantify the effort that you expect from students - measured in hours of independent study per week (the minimum expectation is 1 hour of independent study for every 1 hour of class time).</li> <li>• The myth of effortless success must be constantly challenged by all staff at every opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indicative trigger:</b> Three ‘Effort’ targets.</li> <li>• <b>Cross-College intervention:</b> Progress Tutors will prioritise these students for intervention. They will work with the student to identify their blockers and to agree strategies which will support the student to improve their effort.</li> <li>• <b>Cross-College lead:</b> Senior Progress Tutors.</li> <li>• <b>Teacher input:</b> Ensure that your students know why they have been set ‘Effort’ as their key VESPA target and what you expect them to do in order to improve their effort.</li> </ul>

VESPA Target	Description	Recommended Student Action	Recommended Staff Action	Cross-College Targeted Intervention
<b>S</b> <b>Systems</b>	<ul style="list-style-type: none"> <li>• It is almost impossible for a disorganised student to achieve their Statistical Grade. In particular students require:</li> </ul> <ol style="list-style-type: none"> <li>1. A system to organise learning so that they can make sense of their studies, often over a two-year period.</li> <li>2. A system to organise their time so that they can complete all learning tasks within the set deadlines.</li> </ol>	<ul style="list-style-type: none"> <li>• Be clear about short, medium and long-term deadlines and prioritise work accordingly.</li> <li>• Proactively seek help for the areas of your personal systems that require development – file and time management are of particular importance.</li> <li>• Devote time and effort to organising resources, notes and handouts in a logical manner to enable effective retrieval.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff should model and teach project-management skills (focussing particularly on organisation of learning resources and time management).</li> <li>• Communicate clear expectations to students about the standards that you expect to see and check these on a regular basis. For example, have a folder checklist for students and then carry out regular folder checks.</li> <li>• Support students who do not yet possess the required project management skills to help them improve.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indicative trigger:</b> Three Systems targets.</li> <li>• <b>Cross-College intervention:</b> The Learning Support team will arrange a compulsory meeting. In the meeting they will review the student’s time-management and / or folder management strategies and provide support to help them improve in these areas.</li> <li>• <b>Cross-College lead:</b> Associate Assistant Principal Additional Learning &amp; Student Support</li> <li>• <b>Teacher input:</b> Ensure that your students know why they have been set ‘Systems’ as their key VESPA target and what you expect them to do in order to improve their systems.</li> </ul>

VESPA Target		Description	Recommended Student Action	Recommended Staff Action	Cross-College Targeted Intervention
P	Practice & Perfect Practice	<ul style="list-style-type: none"> <li>• Effort alone does not guarantee academic success, a student may devote numerous hours to independent study but spend this time on activities that don't enhance their learning.</li> <li>• It is vital that students make the best possible use of their independent study time by undertaking activities that have been endorsed by their teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan every independent study session to ensure that it is as productive as possible.</li> <li>• Follow course tutor's advice on what type of independent study activities to undertake. Every independent study activity should require your full concentration and involve deep thinking.</li> <li>• Ask for help if you are not sure how best to utilise your time.</li> </ul>	<ul style="list-style-type: none"> <li>• Train students how to be effective independent learners; devote lesson time to teaching and practising effective study skills.</li> <li>• Provide students with a list of independent study activities which will help them to make progress on your course.</li> <li>• Drill students in the use of revision sessions which incorporate the three key elements of content, skills, feedback and fix.</li> <li>• Take time to talk to students individually about their independent study practice and provide them with guidance on the types of activities that they should be undertaking.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indicative trigger:</b> Three Practice targets.</li> <li>• <b>Cross-College intervention:</b> These students will attend a compulsory meeting with the Director of Independent Learning. During this meeting they will learn about the most effective study practices and decide which techniques they will implement into their own practice.</li> <li>• <b>Cross-College lead:</b> Director of Independent Learning.</li> <li>• <b>Teacher input:</b> Ensure that your students know why they have been set 'Practice' as their key VESPA target and what you expect them to do in order to improve their practice.</li> </ul>

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<b>Perfect</b>	<ul style="list-style-type: none"> <li>Consistently high performing students should always seek to challenge themselves further to develop a broader knowledge base and to finely hone essential higher order skills to prepare themselves to achieve the top grades and progress to the most competitive destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seek opportunities to broaden and deepen your knowledge by engaging with additional subject-related materials. Examples include reading a relevant journal, watching a documentary, listening to the news and participating in a subject-related enrichment activity such as a work experience placement.</li> <li>When producing written work for the subject have a clear focus on developing the analytical, evaluative and creative aspects which examiners tend to award the highest marks for.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with additional resources which will help them to broaden and deepen their knowledge of your subject.</li> <li>Provide students with additional opportunities to develop their higher order thinking skills (analysis, evaluation, creativity).</li> <li>Always expect these students to produce work of the highest quality; if they do not meet this expectation ensure that the work / a section of the work is resubmitted.</li> </ul>	<ul style="list-style-type: none"> <li>There are no cross-College strategies for these students; subject teachers will lead on supporting and challenging this cohort.</li> </ul>

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<b>A</b> <b>Attitude</b>	<ul style="list-style-type: none"> <li>• During any course of study students will inevitably experience challenges and set-backs. The most successful students constantly seek new challenges to extend their learning and respond positively to set-backs.</li> <li>• Being resilient, determined and positive when faced by difficult challenges or when receiving disappointing grades or feedback is essential in ensuring that the learning process continues.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware from the outset that learning is difficult and that set-backs are inevitable. When these set-backs occur learn from them by carefully listening to the feedback provided to you by tutors and act upon their advice in a positive manner.</li> <li>• Understand that you choose how to respond to challenges and set-backs. Students who are able to respond positively and know that setbacks are an inevitable element of the learning process will outperform students who hide from challenges, take setbacks personally and respond defensively to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Continually emphasise to students that a positive, resilient mindset underpins effective learning.</li> <li>• Be clear to students that learning is a long, difficult process and that they will inevitably experience set-backs and challenges.</li> <li>• Provide course-specific examples of past students / notable people who have excelled despite experiencing multiple set-backs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indicative trigger:</b> Three 'Attitude' targets.</li> <li>• <b>Cross-College intervention:</b> Progress Tutors will prioritise these students for intervention, they will identify their blockers and work with them to improve their attitude.</li> <li>• <b>Cross-College lead:</b> Senior Progress Tutors.</li> <li>• <b>Teacher input:</b> Ensure that your students know why they have been set 'Attitude' as their key VESPA target and what you expect them to do in order to improve their attitude in your subject.</li> </ul>