

## About this Learner Progress Report

A Learner Progress Report is produced each half term for all full-time students at Truro & Penwith College. This is also supported by two Progress Evenings when parent(s)/carers(s) are able to speak with the individual subject lecturers. The student's personal tutor is also available to give an overview of progress made. The progress evenings are conducted remotely.

**Performance Grades:** For A Level and year 1 T Levels these grades are A\*, B, C, D, E. On Extended Diplomas, Foundation Diplomas, Second year T Levels, L3 and L2 Certificates performance grades are combinations of P (pass) M (merit) and D or D\* (distinction or distinction\*). UAL Diploma courses have U – Unsatisfactory, S – Satisfactory, G – Good, E – Excellent. Numbers are used for grades on IB (1-7) and GCSE (1-9), with the highest numbers representing the highest grades. A grade 'U' on any programme indicates performance below the standard of a pass. On courses which are awarded a pass/fail such as occupational courses and functional skills, performance grade OT is used for On Target to achieve, BT meaning Below Target.

A performance score is not a predicted grade, or a teacher assessed grade. It is a professional judgement made by the lecturer, based on the evidence available to them at the time of recording of progress made so far, and reflects the current "trajectory" towards the result the student would be most likely to achieve if they continue the same way through to completion of their qualifications. The point of reviewing performance formally in this way is to allow students, working with staff, to plan how to improve things where there appears to be a risk of significant under-achievement, and of course to recognise, celebrate and maintain good progress where this is evident. Performance grades are not predictions or guarantees of what a student will achieve as many factors can influence this between the time of writing and the end of the course. It may not always be possible to give a performance grade. This could be because a student has been ill and missed a significant amount of the course.

**Effort Grades:** The second grade shown is an effort grade on a scale of **a** to **e**. The grades have the following criteria:

**a: Excellent    b: Good    c: Satisfactory    d: Unsatisfactory    e: Poor**

Effort grades of **d** or **e** would warrant concern.

**Progression Pathways:** For learners that are on Preparation for Adulthood (PFA) and Preparation for Independence and Employment (PIE) they will receive feedback on their progress and engagement on their course, rather than using the above measures.

**Minimum Target Grades (MTGs):** These are set on all qualifications which receive a grade at the end of the qualification, such as A Levels, IB and Extended Diplomas. MTGs are calculated from the average GCSE point score that a student has achieved on entry to their course. This score is compared with a national statistical database for each course which provides the average grade achieved by students nationally with the same average GCSE point score. MTGs are updated each year against the latest available national data set and as such they may change each year. MTGs are not safe predictions or promises, or 'ceilings' placed on students' achievements. As they are produced based on statistics, they are also not a reflection of a student's current performance at the college – this is provided by the performance and effort grades explained above. As an outstanding college we know that most students make outstanding progress here, regardless of their starting points. Therefore, these are **Minimum** Target Grades and students are encouraged and supported to work towards achieving and exceeding these targets. In some instances, it may not be possible to give a MTG e.g. the entry qualifications may not be GCSEs or the subject may be a relatively new one which the national statistics system does not yet process. In this instance a dash (-) is used.

**Attendance:** The period covered is from the start of the Autumn term to 25<sup>th</sup> October 2024. Only actual attendance in class is counted as present in the data presented here. A breakdown of register marks can be viewed on Parent Advantage.

**Personal Tutor Comment, Action Plans and Next Steps:** The personal tutor oversees the academic progress of his/her tutees. He/she has held a 1:1 review with each of their tutees and used the performance and effort grades, along with other information provided over the half term before agreeing action points.

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*Please could we ask you to check that the contact details on the front of this report are correct. If anything is incorrect or missing please contact the programme team administrator for your son/daughter.*