



ASPIRE: Lifeskills Learning Centre

A Target Setting Guide for Parents

Academic Targets

ASPIRE: Lifeskills Learning Centre has used your son/daughter's previous attainment to place them on an academic pathway. These pathways are a way for the Learning Centre team to support your son or daughter to achieve their maximum potential and help prepare them for adult life. This may mean that they are following a pathway that leads towards formal qualifications such as GCSE, or more functional skills, as appropriate.

ASPIRE: Lifeskills Learning Centre Curriculum Pathways

Pathway	Sub-Levels	Explanation
Orange	Exceptional	Progress towards a GCSE Grade 8 or 9
	Advanced	Progress towards a GCSE Grade 6 or 7
	Building	Progress towards a GCSE Grade 5
	Core	Progress towards a GCSE Grade 4
	Developing	Progress towards a GCSE Grade 3
Purple	Foundation	Progress towards Functional/Lifeskills Accreditation
	Emerging	

If your son/daughter continue to learn what is expected of them each year they will stay on the same pathway, and are likely to achieve their Minimum Expected target when they complete their course. This would mean they made **expected** progress. ASPIRE: Lifeskills Learning Centre is committed to supporting students to make **more than expected** progress and move to a higher pathway as a result.

We are using the following language as a measure of progress towards student' targets:

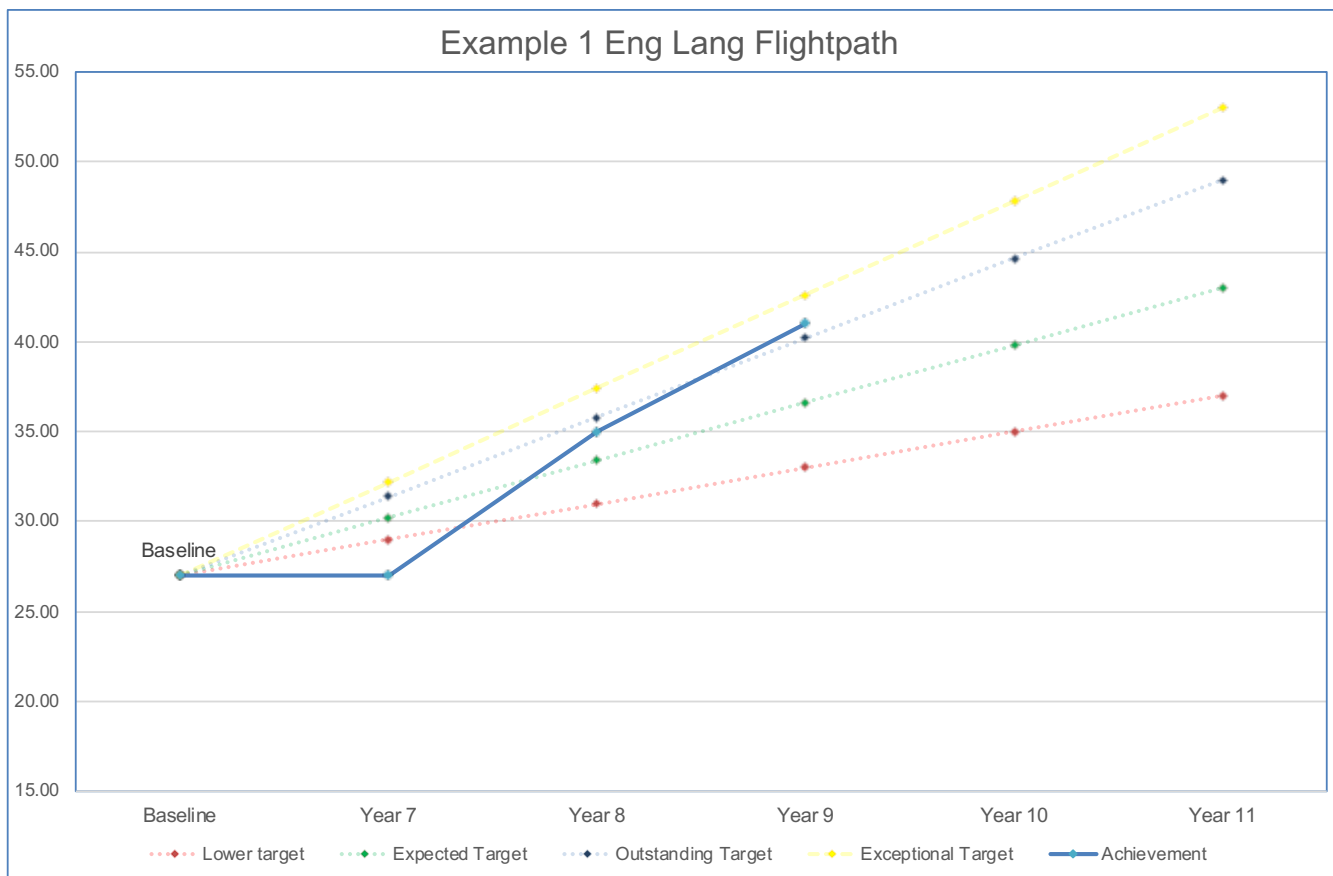
Exceptional	Working above their "Flightpath" or beyond their "Flightpath" - Making Exceptional progress
Outstanding	Working towards the top end of their "Flightpath" - Making More than expected progress
Good	Working towards their "Flightpath" - Making expected progress
Insufficient	Working below their "Flightpath" - Making less than expected progress

Monitoring

Your son/daughter's progress will be tracked throughout the year. This progress will be monitored and displayed in a half termly tracker and personalised student flightpath which will be shared with you on a regular basis.

Student Flightpath

Your son/daughter will receive a flightpath for each subject they are following and will show their achievement against the Learning Centre's targets.



Further definitions are given below:

Minimum Expected Grade: (MEG)

This is the Learning Centre's expectation of attainment for your son/daughter and is their Course/GCSE target. If a student reaches their MEG they will have made expected progress in that subject area.

Current Grade:

This is based on a key assessment task, as well as classwork, homework and other assessment pieces. It shows what grade they are currently working at measured against the age-related expectation for that subject, and is the GCSE/Course grade they are on track to achieve.

Personal/Holistic Targets

ASPIRE: Lifeskills Learning Centre has used your son/daughter's Education Health Care Plan to develop personal/holistic targets. These targets are a way for the staff team to fulfil the requirements of your son or daughter's EHCP and to help prepare them for adult life.

Progress towards your son/daughter's Personal/Holistic targets is tracked using a MAPP profile. A student's MAPP profile measures skills development in the following areas:

Prompting

Supporting students to complete targets/tasks independently.

Fluency

Supporting students to complete targets/tasks with speed and accuracy.

Maintenance

Supporting students to maintain consistency of targets/tasks even after a break.

Generalisation

Supporting students to complete targets/tasks in differing settings or contexts.