



Thriftwood College monitors progress in outcomes for learners in the following ways:-

- **Destination of Leavers**
- **Accreditation Results**
- **Assessment Data informing learner progress**

Destination of Leavers

Identifying an appropriate pathway and ensuring that students have the opportunity to develop the skills and accreditation necessary to take that path, is a core purpose of the College. Leavers are provided with independent advice from IAG. Next steps towards a chosen route are clarified with learners and the programme is then designed around those outcomes. Learners success is attributed to the course/route they are able to secure and their ability to remain on that course for a year or more.

*Year 14

Young Persons Profile			Destination	
Gender	Learning Level	Learning Needs	College	Course Level
Male	Entry 1	ASC Complex	Chelmsford College	Extended Learning
Female	Entry 1	ASC Complex	Chelmsford College	Extended Learning
Male	Entry 1	ASC Complex	Chelmsford College	Extended Learning
Male	Entry 2	ASC Complex	Colchester Institute	Extended Learning
Female	Entry 1	ASC Complex	Chelmsford College	Extended Learning
Male	Level 1	ASC	Chelmsford College	Extended Learning
Male	Entry 1	ASC Complex	Chelmsford College	Extended Learning
Male	Entry 2	ASC Complex	Chelmsford College	Extended Learning
Male	Entry 2	ASC Complex	Sanctuary Housing	IAG Involved
Male	Entry 2	ASC Complex	Chelmsford College	Extended Learning
Female	Entry 2	ASC Complex	Chelmsford College	Extended Learning

*All learners in Year 14 have more complex needs and have been retained in order to gain social confidence and skills for independent living. They have experienced a non-accredited programme in their final year.

Year 13

Young Persons Profile			Destination	
Gender	Learning Level	Learning Needs	College/Work Placement	Course/ Level
Male	Entry 2	General Learning Difficulty (MLD)	Chelmsford College	Extended Learning Programme
Male	Entry 2	General Learning Difficulty (MLD)	Chelmsford College	Extended Learning Programme
Male	Entry 3	ASC	Chelmsford College	Extended Learning Programme
Male	Entry 2	General Learning Difficulty (MLD)	Chelmsford College	Catering



Female	Entry 3	General Learning Difficulty (MLD) LAC	Chelmsford College	Extended Learning Programme
Male	Level 2	ASC	Employment	Harlow District Council
Male	Level 1	ASC	Chelmsford College	Extended Learning Programme
Female	Entry 3	ASC	Braintree College	Extended Learning Programme
Male	Level2	ASC	Chelmsford College	Level 1 Art
Female	Entry 2	General Learning Difficulty (MLD)	Braintree College	Extended Learning Programme
Male	Level 1	ASC	Chelmsford College	Level 1 Health and Social Care
Male	Level 1	General Learning Difficulty (MLD)	Chelmsford College	Extended Learning Programme
Male	Entry 2	General Learning Difficulty (MLD)	Chelmsford College	Extended Learning Programme
Male	Level 1	General Learning Difficulty (MLD) LAC	Chelmsford College	Extended Learning Programme

Year 12

Young Persons Profile			Destination	
Gender	Learning Level	Learning Needs	College	Course Level
Male	Entry 3	General Learning Difficulty (MLD)	Braintree College	Extended Learning Programme
Male	Entry 2	General Learning Difficulty (MLD)+ SCLN	Harlow College	Extended Learning Programme
Female	Level 1	ASC	Writtle College	Work-based
Male	Entry 3	ASC	Chelmsford College	Special Provision
Male	Level 1	ASC	Chelmsford College	Media Level 1
Male	Level 1	ASC	Chelmsford College	Media Level 1

Year 11

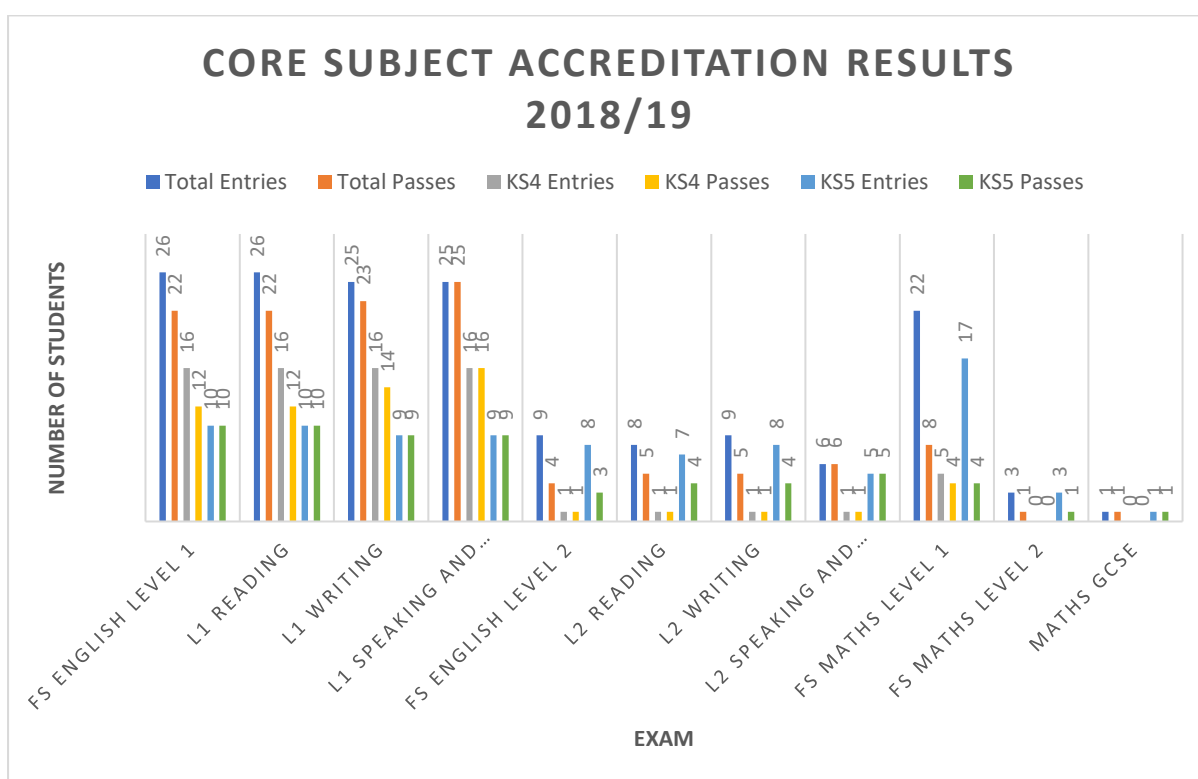
Young Persons Profile			Destination	
Gender	Learning Level	Learning Needs	College	Course Level
Male	Entry 3	General Learning Difficulty (MLD)	Braintree College	Extended Learning Programme
Female	Entry 3	General Learning Difficulty (MLD)	Chelmsford College	Hair and Beauty
Male	Level 2	ASC	Chelmsford College	Sports Apprenticeship



Notes

- 97% of Leavers from Thriftwood College move on to a new College placement or employment – (1 student aged 19 not placed as at 25.07.19)
- Students who have achieved Level 2 Qualifications consistently are placed on Level 1 courses by mainstream colleges
- Focusing on core subject accreditation has improved outcomes for leavers in being able to access mainstream courses (even if at a lower level than the College deems appropriate)
- Out of 34 leavers 2018/19, 32 remain in Education and 1 in Employment

1. Accreditation Results 2018/19



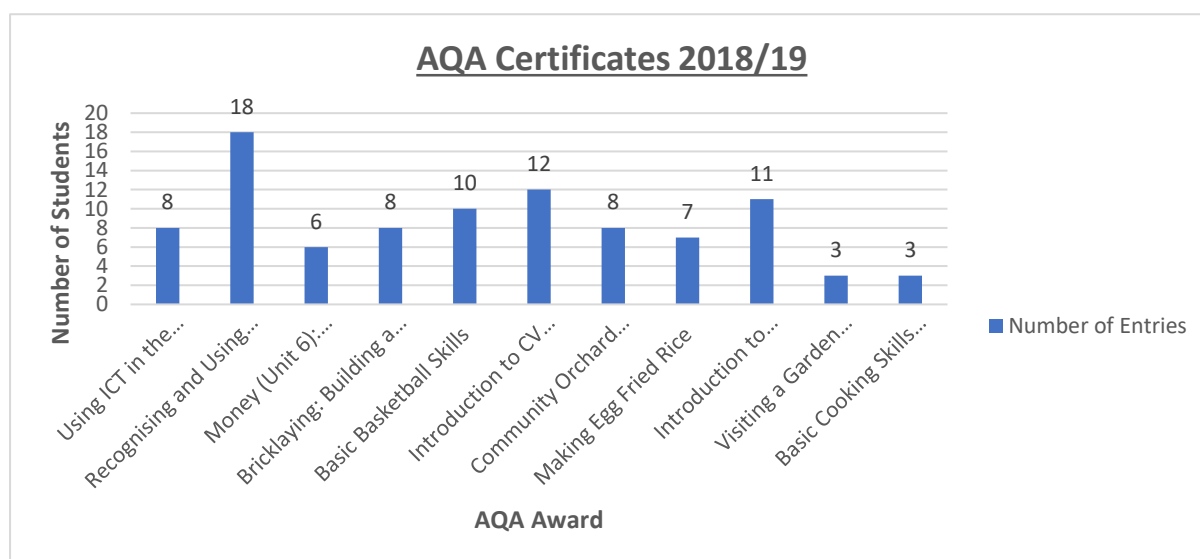
Comparative Data (passes) KS4 and 5	English FS L1	English FS L2	Maths FS L1	Maths FS L2	Maths Entry Level	GCSE English	GCSE Maths	A Level Maths
2016/17	10	1	2	1	6	0	1	
2017/18	8	2	9	2	12	3 (Grade 5 Grade 4 Grade 2)	0	1 (1 st year of 2)
2018/19	22	4	8	1	0	0	1 Grade 4	0



Overview of Results

- 83 students were entered for 331 different forms of accreditation including AQA Unit Awards, particularly for Work Linked Learning.
- A focus on the provision of high quality English and Maths has shown increased passes at Level 1 English and achievements for more able ASC learners have increased in both English and Maths.
- LAC students perform in line with peers
- Gender, Ethnicity and provision of FSM are not, according to this year's data, major factors impacting on outcomes for learners.
- A conscious decision to reduce accreditation at Key Stage 4 below Functional Skills Level 1 has been beneficial and more cost effective.

AQA Unit Awards



Overview

- AQA Unit awards have been introduced to ensure that learners receive awards for their work across a wide spectrum of activities. All students are entered in the same way as they are for more exam based learning. They have high value and indicate the range of skills acquired by learners.

2. Assessment Data measuring Individual progress

The College has committed to two highly innovative ways to track progress in our learners:-

- Use of a sophisticated assessment of personal development using **PLTS** (Personal Learning and Thinking Skills) **Designed and Strategically led by Jon Hutchings Deputy Headteacher**



- **The Thriftwood College Assessment System** - A personalised tracking system using Excel **Designed and Strategically led by Simon Kyndt – Assessment Leader**

PLTS

It is our firm belief that students will make progress in all aspects of learning if they can develop the appropriate skills to work with others and participate in all aspects of learning. This is extremely difficult for those with ASC, however it is important that we keep trying to improve access to learning in order to achieve the most effective levels of participation.

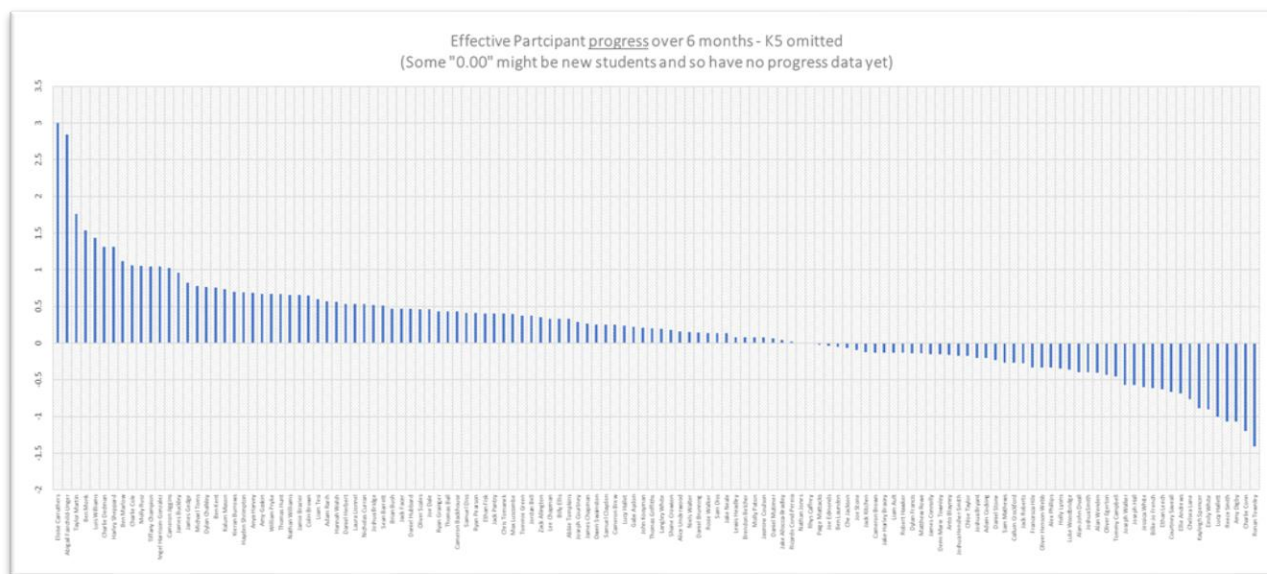


Figure 1.

The distribution graph, Figure 1, indicates the spread of Effective Participation across the whole college and the progress made or otherwise by individuals in the course of one year. Figure 2, shows how Effective Participation is calculated in relation to the other areas of PLTS.

It remains the case that students whom achieve a score of 2 or above in other PLTS are likely to be able to participate more effectively and can then access appropriate accreditation. In focusing on PLTS areas in work related learning young people have a better chance of acquiring skills which will make them more employable.

Students are beginning to link the importance of PLTS monitoring and employability through WLL.

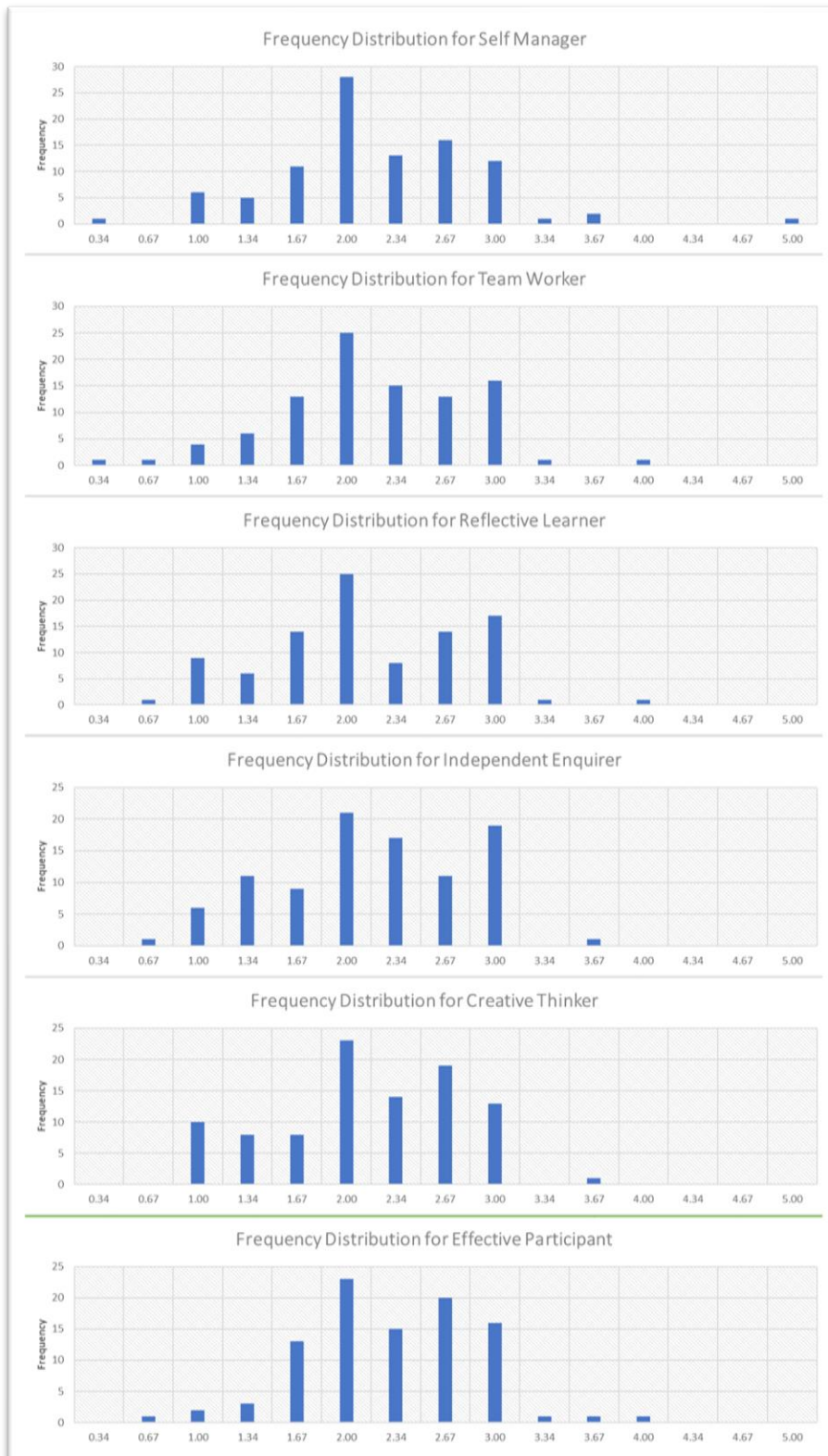


Figure 2.



CAS - Central Assessment System

Mathematics – Example

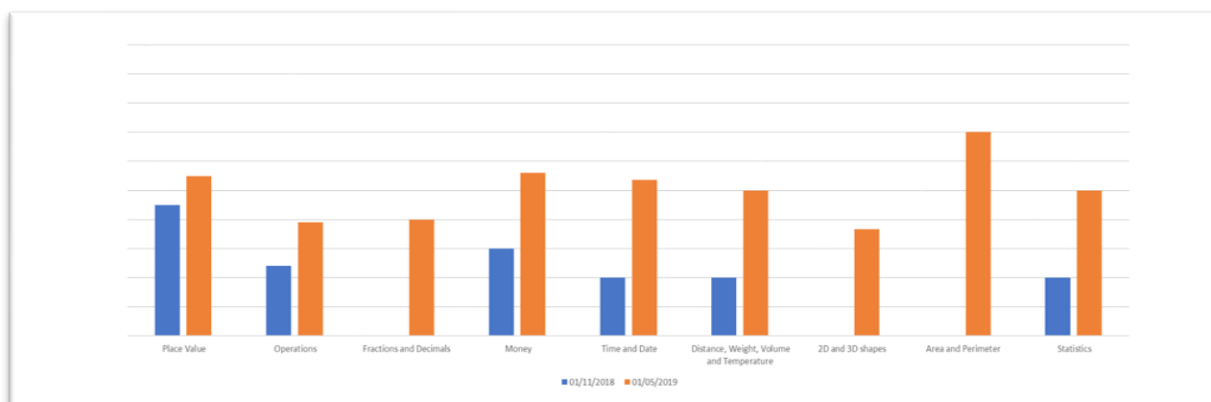


Figure 3.

The new assessment system designed by Simon Kyndt now contains two years of data. We are able to use it to pinpoint specific **‘next steps’** learning for each individual in the College at two points in the year. Figure 3, shows one individuals progress in Maths from November to May. The system helps staff to plan the next steps by identifying the first and second commonly made mistakes.

e.g

- **Working out the value of a missing number (add and sub)**
- **Subtracting two 3-digit numbers**

This is an accurate means to target teaching to suit the needs of the individual.

Using the system we can say that:-

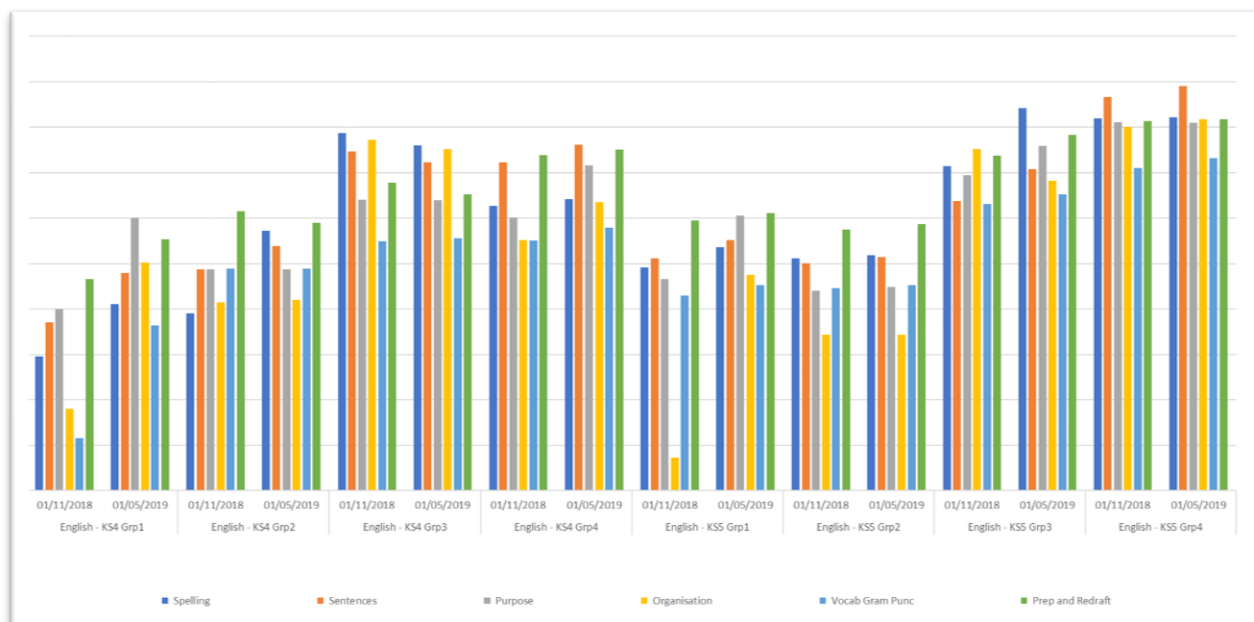
- Students are generally making more progress in maths than last year
- When the system is used with students consistently progress is made
- 64 Students made significant progress – 5 points or more
- 18 made some progress 2 points or more
- 14 stayed the same
- Teaching is generally better in mathematics

English

Data shown in Figure 4 shows a comparison of this year and last year in the acquisition of writing skills across the differentiated groups. Writing is a key concern across the College. Data reflects the corresponding abilities across the groups at difference Key Stages. In the groups where skills are developing, poor organisational skills and weak vocabulary appear to be impacting on progress in writing. Whereas the higher functioning groups are impacted on by weaker mechanical skills including spelling. This impacts further on their capacity for further accreditation at a higher level, particularly Level 2 Functional Skills and GCSE.



Figure 4



Next Steps

Following data analysis these 'next steps' have been identified by the Leadership team and has been shared with staff.

PLTS

- To ensure that Work Linked Learning and the 'Maker Curriculum' build on the use of the language of PLTS with the students in order for them to make the connection with personal attributes and employability

Maths

- The Assessment Lead will participate in lesson observations and coaching sessions, including being observed himself, to ensure that the system is used consistently
- Staff to build teaching around the first and second common mistakes for students to progress

English

- To adjust the CAS criteria to reflect new curricula and will be easier to track progress
- To adjust the curriculum for Key Stage 5 to address mechanical difficulties and account for the plateau effect.
- To enrich the lower groups offer to increase vocabulary and structure teaching to improve organisational skills.