

Guidance on Key Stage 5 Reports

Frequency of Reporting

Year 12 students will receive three reports in each academic year; two Progress Reports and one Full Report. Year 13 students will receive two reports in each academic year; one Full Report and one Progress Report. The information presented in both reports is identical, with one exception. The Full Report will contain a personalised comment from the Form Tutor.

Subject Grades

For GCE courses, the grading is from A*- U.

For BTEC courses, the grading is from Distinction*(D*), Distinction (D), Merit (M), and Pass (P), Fail (U).

For Cambridge Technicals, the grading is Distinction (D), Merit (M), Pass (P), Near Pass (R), Fail (U).

1. Target Grade

The Target grade is an aspirational target for Key Stage 5. These targets are based on data provided by ALPs based on GCSE results at the end of Key Stage 4.

2. Current Grade

This is your child's current / actual grade at the time of writing the report. This does not necessarily represent a full GCE, BTEC or Cambridge Technicals grade, as your child may not have sat a full examination paper. It could represent a module or a unit assessed against the relevant mark scheme.

Fine Grades can be reported here to show where the student sits within a grade boundary. In the case of GCE:

- C+ High Grade C The student is at the top end of the most recent published grade boundary for a C.
- C Middle Grade C The student is secure within the most recent published grade boundary for a C.
- C- Low Grade C The student is at the lower end of the most recent published grade boundary for a C.

3. Predicted Grade

The Predicted Grade requires the subject teacher to make a judgement. Based on current performance and attitude to learning, if the student continues to work at this level, it is their professional judgement, assuming existing examination information, that the student could achieve this grade.

4. PPE Pre-Public Examination

In the case of Year 12 report issued in the Summer term, an additional column will appear. This is to report the actual GCE, BTEC or Cambridge Technicals grade obtained in papers set for Pre-Public Examinations.

5. Attitude To Learning

Your child is awarded an 'Attitude to Learning' grade. This grade encompasses all aspects of their approach to learning and its impact upon their academic performance. It is awarded at 4 levels; **Above, Meets, Improvement Required and Urgent Improvement Required**, in line with the descriptors below.

ABOVE EXPECTATIONS

1. The student consistently displays a good attitude towards their learning, leading them to make rapid academic progress which means they are likely to meet or exceed their target (GCE / BTEC).
2. These students are tenacious learners who consistently show a hunger for learning.
3. They react to feedback and challenge themselves to improve their work, understanding and performance.
4. Their behaviour is exemplary and the quality of work is always reflective of their ability.
5. They take an active part in lessons and are able to work both independently and with other students without supervision.
6. They are well organised, punctual and always complete work set for the deadline.

MEETING EXPECTATIONS

1. The student's attitude to learning meets the school's expectation.
2. The student predominantly displays a good attitude towards their learning leading them to either be on course to achieve their target or making good progress towards their target at above the expected rate.
3. They react to teacher feedback and use it to improve their work and understanding.
4. Their behaviour is good.
5. They take full part in lessons and produce work of the expected quality. They are able to work independently and with other students without close supervision.
6. They are usually well organised, having the correct equipment and completing work to the required standard meeting the deadline.

IMPROVEMENT REQUIRED

1. The student's attitude to learning occasionally meets the school's expectation.
2. The student occasionally displays the correct attitude towards their learning leading them to either be on course to achieve their target or just under.
3. They occasionally react to teacher feedback and use it to improve their work and understanding.
4. Their behaviour is occasionally appropriate but does require prompting.
5. They occasionally take an active part in lessons and are occasionally able to work both independently and with other students with some supervision.
6. They are occasionally well organised, having the correct equipment and occasionally complete work to the required standard meeting the deadline

URGENT IMPROVEMENT REQUIRED

1. The student's attitude to learning rarely meets the school's expectation.
2. The student rarely displays a good attitude towards their learning leading them to either be below their target.
3. They rarely react to teacher feedback and rarely use it to improve their work and understanding.
4. Their behaviour requires continual prompting or monitoring.
5. They rarely take an active part in lessons and are rarely able to work both independently and with other students without supervision.
6. They are rarely well organised with the correct equipment and rarely complete work to the required standard by the deadline set.

6. Homework Level

Your child is awarded a 'Homework Level' grade. This grade reflects your child's homework record. It is awarded at 4 levels; **Above, Meets, Improvement Required and Urgent Improvement Required**, in line with the descriptors used in Attitude to Learning, point 6.

7. Area of Concern

In addition to Attitude to Learning and Homework teachers **may** choose to indicate a further area of concern that is impacting upon a student's ability to make academic progress. Concerns are only indicated where appropriate and according to the descriptors below:

| | Area of Concern | Descriptor |
|----|----------------------------|---|
| 1 | Assessment Performance | The student's performance in assessments is not reflective of the level of understanding, skill or performance displayed through classwork and homework. |
| 2 | Behaviour | The student's behaviour in lessons is preventing them from realising their academic potential. |
| 3 | Classwork | Quality and/or quantity of work completed in lessons are below the expected level. This is having an impact upon the student's ability to make academic progress. |
| 4 | Deadlines | The student fails to produce work to the required standard by the deadline set. This includes the submission of completed work. |
| 5 | MRI: My Response Is | On marked work a teacher will prompt a response from a student. This is known as My Response Is ; MRI. If selected this means that the student is not completing MRI tasks either to the standard required or by the deadline set. |
| 6 | Organisation | The student does not bring in the correct equipment to lessons (e.g. calculators, ingredients, P.E kit, correct books – text/ exercise/ workbook). |
| 7 | Punctuality | Student is late to lessons and their lack of punctuality is impacting upon their learning and that of others. |
| 8 | Response to intervention | The student is not responding to intervention organised by the teacher (e.g. not completing bespoke tasks, attending targeted sessions and/or not working on a particular strand concern). |
| 9 | Attendance | The student's attendance to lessons is preventing them from realising their academic potential. |
| 10 | Independent study | The student is not completing the required amount of independent study and this is preventing them from realising their academic potential. |

8. Achievement Points and Behaviour Points

Achievement points are awarded by teachers to praise a particular aspect of work or contribution. Behaviour points are recorded when the school's expectations have not been met.

9. Attendance

There are 4 categories of attendance that are recorded: Authorised absences, Unauthorised absences, Possible Sessions and Percentage Attendance.

10. Form Tutor's Comment

In the case of a Full Report only, the Form tutor will provide a comment.