



## **Student Termly Reports 2018-19**

**Supporting information  
for students and parents**

**Year 11**

## Introduction

This document gives the key definitions and supporting information to assist parents/guardians and students in understanding the termly reports. This replaces the information that used to be produced on the reverse of student reports.

Depending on the term not all of the criteria included in this booklet will be included in some reports. Any information relating only to specific reports will be included in letters sent to parents/guardians to accompany each report. Those letters and this supporting information should be used together.

**Approximate dates by which reports will be issued to students/parents are shown in the table below.**


Year Group	Autumn Term	Spring Term	Summer Term
11	Late October Sixth Form open evening 22nd November	Late January Parents Evening: 7th February	Early May

## Key Stage 4, Year 11

All House points, Behaviour strikes and Percentage Attendance figures are reported cumulatively from the start of the academic year.

## Key Stage 4 Assessment

Over the past few years there has been a considerable change to the GCSE grading system and all Key Stage 4 students will receive number style grades when they receive their GCSE results. The grading scale runs from 9-1 with 9 being the highest. The diagram below provides guidance on how the new number grades relate to the old letter style grades. The table on the right gives the percentages of each GCSE grade achieved from the 2018 GCSE examinations.

  
 Department for Education

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Grade	% of grades
9	14
8	19
7	23
6	23
5	13
4	7
3	2
2	0
1	0
U	0

## Report Terminology

## Definition

FFT Average grade

FFT\* national benchmarks are used by RLS and many other schools as a starting point to set targets for students studying GCSE courses and to track progress throughout the course. The FFT benchmarks are generated from the national dataset comparing each student's starting point at secondary school to the GCSE grades achieved by similar students.

To create the benchmark grades the following key indicators are used: the student's prior attainment from KS2 English and Maths in addition to their month of birth and their gender. Benchmarks are provided to schools, and the Average Grade (FFT A) is shown on the assessment report. If this GCSE grade was achieved it would represent the average national attainment for that specific student given their starting point.

At RLS we measure student subject progress against this benchmark as we would expect the majority of students to attain, and many to exceed this grade in the majority of their subjects. These benchmarks do not limit what a student is capable of.

\*FFT stands for Fischer Family Trust, a non-profit making organisation that carries out school and pupil estimate analyses on behalf of the DfE, LAs and schools using national School Census data and results datasets.

RLS Target

The RLS target is the GCSE target grade that was set following a discussion between the student and their subject teacher(s). If a student achieves their target it should represent outstanding progress from Year 9; however, RLS Targets do not limit what can be achieved.

Working At Grade

To arrive at the current working at grade the subject teacher is, depending on subject, likely

	to take into account a number of assessments to support their decision. These assessments might include informal assessments made throughout lessons, topic tests, homework exercises, work ethic and so forth. A Working At Grade will not appear in all reports; in some it may be replaced for example by an Internal Exam Result.
Internal Exam Result	In Year 11, this will be the result of the student's Pre Public Examinations in each subject, which will take place in the Autumn Term; the results of which will be formally released early in the Spring term and included in the spring report.
Predicted Grade	This grade will indicate a subject teacher's professional judgement on the grade the student is predicted to achieve in their GCSE. To arrive at the current predicted grade the subject teacher is, depending on subject, likely to take into account a number of assessments to support their decision. These assessments might include informal assessments made throughout lessons, topic tests, homework exercises, work ethic and so forth.
Progress Indicator	This progress indicator should give both parents and students a quick and easy way of identifying whether students are on track (O) in each subject. O = On track (Appropriate progress is being made), R = Requires improvement (Progress is <b>not</b> satisfactory). Please note that if attitude to learning and homework is not sustained to at least a good level it is highly unlikely that progress will remain on track.
Attitude to Learning	Each subject score is the overall judgement made by teacher(s) on the student's attitude to learning so far this term. The key is: <b>4</b> - Outstanding, <b>3</b> - Good, <b>2</b> - Variable, <b>1</b> - Unsatisfactory. The descriptors are detailed at the end of this section.
Homework	Completing work independently outside of the lesson is essential to develop and reinforce understanding. Homework should be submitted in accordance with the deadline set and of an appropriate standard to the student's ability. The key is: <b>4</b> - Outstanding, <b>3</b> - Good, <b>2</b> - Variable, <b>1</b> - Unsatisfactory. The descriptors are detailed at the end of this section.

## 2018-19 Descriptors for Attitude to Learning and Homework

Attitude to Learning	
4	<ul style="list-style-type: none"><li>- Often exceeds expectations in class.</li><li>- Completes all classwork to a high standard.</li><li>- Consistently shows high motivation and seeks challenge.</li><li>- Actively listens and regularly makes valuable contributions.</li><li>- Is an independent, proactive learner.</li><li>- Works effectively with others, often providing support/leadership.</li></ul>
3	<ul style="list-style-type: none"><li>- Completes all classwork to a good standard.</li><li>- Is motivated and accepts challenge.</li><li>- Actively listens and often makes valuable contributions.</li><li>- Works independently.</li><li>- Works effectively with others.</li></ul>
2	<ul style="list-style-type: none"><li>- Sometimes completes classwork to a good standard.</li><li>- Is motivated at times.</li><li>- Listening skills are developing and sometime makes appropriate contributions.</li><li>- Needs some reminders to stay on task.</li><li>- Has difficulties working with others effectively.</li></ul>
1	<ul style="list-style-type: none"><li>- Usually needs support to complete classwork to a good standard.</li><li>- Lacks motivation in most lessons.</li><li>- Rarely listens or contributes appropriately.</li><li>- Needs regular reminders to stay on task.</li><li>- Can be disruptive to the learning of others.</li></ul>

Homework	
4	<ul style="list-style-type: none"><li>- Homework pieces often show significant effort that exceeds expectations.</li><li>- All homework deadlines are met.</li><li>- Homework quality is always of a standard appropriate to ability.</li><li>- Teacher feedback from homework is always responded to.</li></ul>
3	<ul style="list-style-type: none"><li>- Most homework deadlines are met.</li><li>- Homework quality is regularly of a standard appropriate to ability.</li><li>- Teacher feedback from homework is regularly responded to.</li></ul>
2	<ul style="list-style-type: none"><li>- Some homework deadlines are met.</li><li>- Homework quality is sometimes of a standard appropriate to ability.</li><li>- Teacher feedback from homework is sometimes responded to.</li></ul>
1	<ul style="list-style-type: none"><li>- Rarely meets homework deadlines.</li><li>- Homework quality is not of a standard appropriate to ability.</li><li>- Teacher feedback from homework is rarely responded to.</li></ul>