



Student Termly Reports 2018-19

**Supporting information
for students and parents**

Year 13

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
13	Mid October Parents Evening: 6th December	Mid February	No report

Key Stage 5, Year 13

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

Report Terminology	Definition
FFT Average Grade	<p>FFT* national benchmarks are used by RLS and many other schools as a starting point to set targets for students studying A Level courses and to track progress throughout the course.</p> <p>The FFT benchmarks are generated from the national dataset comparing each student's GCSE results and the A Level grades achieved by similar students. To create the benchmark grades the following key indicators are used: (a) KS4 Average Points Score; (b) Number of A/A* GCSE Grades and Attainment in the same/similar subject at KS4 in addition to their gender. Benchmarks are provided to schools, and the Average Progress Grade (FFT A) shown on the report – if this A Level grade was achieved it would represent the average national attainment for that specific student given their starting point.</p> <p>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 their subjects. These benchmarks do not limit what a student is capable of.</p> <p>*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.</p>
RLS Target	This grade is based on a combination of the student's prior attainment at GCSE, teacher judgement and the performance of thousands of students across the country of a similar ability in each subject.
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 13, this will be the result of the student's Pre Public Examinations in each subject, which will take place in the Spring Term and results included in the spring report.
UCAS Prediction	This grade will indicate a subject teacher's professional judgement on the grade the student is predicted to achieve in their A Levels and will be the grade given in the UCAS reference. To arrive at the predicted grade the subject teacher is, depending on subject, likely to take into account the student's UCAS Prediction Exam result as well as 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	<p>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.</p> <p>O = On track (Appropriate progress is being made)</p> <p>R = Requires improvement (Progress is not satisfactory)</p> <p>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.</p>
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: 4 - Outstanding, 3 - Good, 2 - Variable, 1 - Unsatisfactory. The descriptors are detailed at the end of this section.

Homework	<p>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.</p> <p>The key is: 4 - Outstanding, 3 - Good, 2 - Variable, 1 – Unsatisfactory. The descriptors are detailed at the end of this section.</p>
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2018-19 Descriptors for Attitude to Learning and Homework

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

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