



Student Termly Reports

**Supporting information
for students and parents**

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. Information pertaining to specific Year Groups can be viewed by scrolling down to the relevant page.

Key Stage	Year Group
Key Stage 3	Year 7 - Page 3 Year 8 - Page 5
Key Stage 4	Year 9 - Page 7 Year 10 - Page 10 Year 11 - Page 13
Key Stage 5	Year 12 - Page 16 Year 13 - Page 18

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
7	Late November (skills assessment*)	Early April	Mid July Parents Evening: BDN: 16th May RSV: 23rd May
8	Mid December	Options Evening: 10th January Parents Evenings: BDN: 17th January RSV: 31st January	Late June
9	Late November (skills assessment*)	Late March	Late June Parents Evening: 2nd May
10	Parents Evening: 8th November	Late February	Late June
11	Late October Sixth Form open evening 22nd November	Late January Parents Evening: 7th February	Early May
12	Late October (skills assessment*)	Late March Parents Evening: 4th April	Mid July
13	Mid October Parents Evening: 6th December	Mid February	No report

* The skills assessment will assess pupils against the criteria of Organisation, Attitude to Learning and Homework.

Key Stage 3, Year 7

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

Key Stage 3 Assessment

Our Key Stage 3 Assessment process is based on five descriptors; for each subject these are:

	Generic Criteria
Mastered	Has mastered all concepts and skills and can apply to all new contexts.
Confident	Is confident with concepts and skills and can apply to new contexts.
Secure	Is secure in their understanding of the concepts and use of skills when applied to familiar contexts.
Embedding	Is embedding their understanding of the concepts and use of skills.
Beginning	Is beginning to understand concepts and develop skills.

These are generic level descriptors and are not subject specific. Subject specific descriptors can be found in the Document section of the Parent Portal.

Report Terminology	Definition
Working At Grade	<p>The 'Working at Grade' is a snapshot at each assessment point. It takes into account work completed since the previous assessment point. It may be based on a test score, an assessed piece of work/homework or a substantial piece of work/homework in line with the school marking policy, as determined by each department.</p> <p>As each assessment point is now stand-alone, each department has written subject specific descriptors for each of the criteria; these are available on the parent portal. The 'Working at' is not a progressive score and students may move up or down over the course of Key Stage 3.</p>
Organisation	<p>Each subject score is the overall judgement made by teacher(s) on the student's organisation so far this term.</p> <p>The key is: 4- Outstanding, 3- Good, 2- Variable, 1- Unsatisfactory. The descriptors are detailed at the end of this section.</p> <p>Organisation will only be assessed in the Autumn Term of Year 7 as part of the Skills Assessment.</p>
Attitude to Learning	<p>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.</p>
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>

Organisation descriptors	
4	<ul style="list-style-type: none"> - Always fully prepared for every lesson (exercise book/folder/textbook/pencil case/specific kit...etc), always sets out work to expectations.
3	<ul style="list-style-type: none"> - Usually prepared for lessons, usually sets work out to expectations.
2	<ul style="list-style-type: none"> - Sometimes prepared for lessons, the layout of work often falls short of expectations.
1	<ul style="list-style-type: none"> - Rarely prepared for the lesson, the layout of work does not meet expectations.
Attitude to Learning descriptors	
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 descriptors	
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.

Key Stage 3, Year 8

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

Key Stage 3 Assessment

Our Key Stage 3 Assessment process is based on five descriptors; for each subject these are:

	Generic Criteria
Mastered	Has mastered all concepts and skills and can apply to all new contexts.
Confident	Is confident with concepts and skills and can apply to new contexts.
Secure	Is secure in their understanding of the concepts and use of skills when applied to familiar contexts.
Embedding	Is embedding their understanding of the concepts and use of skills.
Beginning	Is beginning to understand concepts and develop skills.

These are generic level descriptors and are not subject specific. Subject specific descriptors can be found in the Document section of the Parent Portal.

Report Terminology	Definition
Working At Grade	<p>The 'Working at' is a snapshot at each assessment point. It takes into account work completed since the previous assessment point. It may be based on a test score, an assessed piece of work/homework or a substantial piece of work/homework in line with the school marking policy, as determined by each department.</p> <p>As each assessment point is now stand-alone, each department has written subject specific descriptors for each of the criteria; these are available on the parent portal. The 'Working at' is not a progressive score and students may move up or down over the course of Key Stage 3.</p> <p>The Working At Grade will be replaced by the End of Year Grade for the summer term report (see below).</p>
End of Year Grade	At the end of Year 8 a grade (Mastered, Confident, Secure, Embedding or Beginning) will be given for each subject by the subject teacher. This will be the teacher's assessment of the student's overall level of working at the end of Key Stage 3.
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>


Attitude to Learning descriptors	
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 descriptors	
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.

Key Stage 4, Year 9

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	A*
8	A
7	A
6	B
5 <small>STRONG PASS</small>	C
4 <small>STANDARD PASS</small>	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

Personal Target

This is a realistic Personal Target set with students for each subject by their teacher(s) using national baseline data, which is based on the progress of thousands of similar (for example gender, birth month, Key Stage 2 Results) students and our knowledge of each student. Student progress will then be tracked to these Personal Targets.

Personal Targets will be set for Year 9 in the Summer Term and will appear in reports from Year 10 onwards.

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 9, this will be the result of the Year 9 Exam in each subject, which will take place in the Spring Term; results will be included in the summer term report.

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 not** 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.

Organisation	<p>Each subject score is the overall judgement made by teacher(s) on the student's organisation so far this term.</p> <p>The key is: 4- Outstanding, 3- Good, 2- Variable, 1- Unsatisfactory. The descriptors are detailed at the end of this section.</p> <p>Organisation will only be assessed in the Autumn Term of Year 9 as part of the Skills Assessment.</p>
Attitude to Learning	<p>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.</p>
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2	<ul style="list-style-type: none"> - Sometimes prepared for lessons, the layout of work often falls short of expectations.
1	<ul style="list-style-type: none"> - Rarely prepared for the lesson, the layout of work does not meet expectations.
Attitude to Learning descriptors	
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.

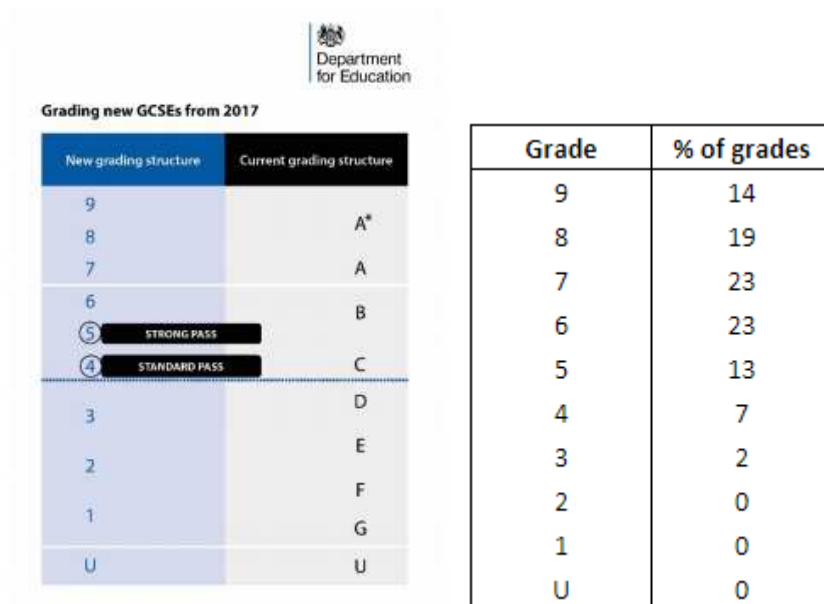
Homework descriptors	
4	<ul style="list-style-type: none"> - Homework pieces often show significant effort that exceeds expectations. - All homework deadlines are met. - Homework quality is always of a standard appropriate to ability. - Teacher feedback from homework is always responded to.
3	<ul style="list-style-type: 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.

Key Stage 4, Year 10

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



Report Terminology

Definition

Personal Target

This is a realistic Personal Target set with students for each subject by their teacher(s) using national baseline data, which is based on the progress of thousands of similar (for example gender, birth month, Key Stage 2 Results) students and our knowledge of each student. Student progress will then be tracked to these Personal Targets.

Existing RLS Targets for Year 10 students will be reviewed and converted to Personal Targets in the Autumn Term, and included in Year 10 Spring Report onwards.

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 10, this will be the result of the Year 10 formal exam in each subject, which will take place in the spring term; the results will be included in the summer term 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. The Predicted Grade will be reviewed and revised where necessary in the Spring Term of Year 11.

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	<p>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.</p>
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>
Attitude to Learning descriptors	
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 descriptors	
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.

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
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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 not 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: 4 - Outstanding, 3 - Good, 2 - Variable, 1 - 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: 4 - Outstanding, 3 - Good, 2 - Variable, 1 – Unsatisfactory. The descriptors are detailed at the end of this section.
Attitude to Learning descriptors	
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 descriptors	
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.

Key Stage 5, Year 12

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

Report Terminology	Definition
Personal Target	<p>This is a realistic Personal Target set with students for each subject by their teacher(s) using national baseline data, which is based on the progress of thousands of similar (for example gender, birth month, Key Stage 4 Results) students and our knowledge of each student. Student progress will then be tracked to these Personal Targets.</p> <p>Personal Targets will be set for Year 12 in the Spring Term and appear in reports from the Summer Term of Year 12 onwards.</p>
Working At Grade	<p>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.</p>
Internal Exam Result	<p>In Year 12, this will be the result of a student's UCAS Prediction Exam in each subject, which will take place in the Summer Term; results will be included in the summer report.</p> <p>These examinations take place under normal examination conditions and students are not permitted to re-sit or retake any UCAS Prediction Examination. This is in line with the format of the new A Level specifications which use 'terminal assessment'.</p>
UCAS Prediction	<p>The UCAS Prediction is the final Predicted Grade that will be submitted to universities or prospective employers. The most important contributing factor in a teacher coming to a judgement on a UCAS Predicted Grade will be the UCAS Prediction Exam.</p> <p>The UCAS Predicted Grade is evidence based and will indicate a subject teacher's professional judgement on the grade the student is predicted to achieve in their A Levels. This predicted grade will be positive but also realistic. To arrive at the UCAS predicted grade the subject teacher, depending on the subject, may take into account a number of assessments to support their decision. These assessments may include informal assessments which could come from lessons, topic tests, homework exercises, work ethic and so forth.</p> <p>The UCAS Predicted Grade is non-negotiable and is finalised in July.</p>
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>
Organisation	<p>Each subject score is the overall judgement made by teacher(s) on the student's organisation so far this term.</p> <p>The key is: 4- Outstanding, 3- Good, 2- Variable, 1- Unsatisfactory. The descriptors are detailed at the end of this section.</p> <p>Organisation will only be assessed in the Autumn Term of Year 12 as part of the Skills Assessment.</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	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: 4 - Outstanding, 3 - Good, 2 - Variable, 1 – Unsatisfactory. The descriptors are detailed at the end of this section.
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3	<ul style="list-style-type: none"> - Usually prepared for lessons, usually sets work out to expectations.
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1	<ul style="list-style-type: none"> - Rarely prepared for the lesson, the layout of work does not meet expectations.
Attitude to Learning descriptors	
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 descriptors	
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.

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	<p>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.</p>
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>
Attitude to Learning descriptors	
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 descriptors	
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.

	<ul style="list-style-type: none">- 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.

2018-19 Descriptors for Organisation*, Attitude to Learning and Homework

*where applicable

Organisation	
4	<ul style="list-style-type: none">- Always fully prepared for every lesson (exercise book/folder/textbook/pencil case/specific kit...etc), always sets out work to expectations.
3	<ul style="list-style-type: none">- Usually prepared for lessons, usually sets work out to expectations.
2	<ul style="list-style-type: none">- Sometimes prepared for lessons, the layout of work often falls short of expectations.
1	<ul style="list-style-type: none">- Rarely prepared for the lesson, the layout of work does not meet expectations.

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.
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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.
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September 2018