



# **Student Termly Reports 2021-22**

**Supporting information  
for students and parents**

**Year 12**

## Introduction

This document gives the key definitions and supporting information to assist parents/guardians and students in understanding the termly 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 and linked key dates are shown in the table below.**

Year Group	Autumn Term	Spring Term	Summer Term
12	Report: Late October (skills assessment*)	Report: Mid March Parents Evening: 24th March	UCAS Prediction Exams (UPEs) 13th-24th June Report: Mid July

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

**It is our intention to work to the dates indicated, but we will remain flexible in our approach due to the potential for further disruption from the COVID-19 pandemic.**

## 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	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 students (for example gender, birth month, Key Stage 4 Results) and our knowledge of each student; they do not limit what a student is capable of. Student progress will then be tracked to these Personal Targets. Personal Targets are usually set in the Spring Term and appear in reports from this term and throughout the remainder of Key Stage 5.
Working At Grade	To arrive at the working at grade the subject teacher is, depending on the 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 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. 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'.
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 <b>is not on track</b> to attain their Personal Target)</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 the teacher(s) on the student's organisation so far this term.</p> <p>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.</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 the 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.

## 2021-22 Descriptors for Organisation, Attitude to Learning and Homework

Organisation	
4	- Always fully prepared for every lesson (exercise book/folder/textbook/pencil case/specific kit...etc), always sets out work to expectations.
3	- Usually prepared for lessons, usually sets work out to expectations.
2	- Sometimes prepared for lessons, the layout of work often falls short of expectations.
1	- Rarely prepared for the lesson, the layout of work does not meet expectations.

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 sometimes 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>

September 2021