

Year 12 Progress Reports

We publish two progress reports for parents and students in Year 12. These are made available in December and July, with the July report including a mock exam result. These reports are designed to help you track your child's progress throughout the academic year.

Your son/daughter will use the reports during morning tutor time. They are shared with form tutors to help support the students in their groups, and students themselves will use their teacher assessments alongside their attitude to learning grades to agree subject-specific targets.

Subject teachers will continue to give regular, accurate and personalised feedback about the standard of the work that they see during lessons, and it is important that your son/daughter knows the level that they are currently working at. This feedback is underpinned by high quality learning conversations that take place regularly in lessons, where students and teachers discuss the next steps to take to develop skills and knowledge, and also to improve performance.

Report Content

- **Attendance:** Your son/daughter's attendance for the current academic year to date is shown.

Authorised absences are times when a valid reason has been given for an absence from school. Unauthorised absences are sessions where your son/daughter has not been at school, and a valid reason has not been provided.

The top table relates to session or half day attendance i.e. 2 absences means your son/daughter was absent for two sessions, often one morning session and one afternoon session, totalling one full day. Where the attendance figure in the top table is lower than the reported lesson attendance it could be due to a student not attending the fortnightly sixth form assembly or missing one-to-one meetings with their tutor where their attendance is recorded.

The bottom table shows the percentage attendance in each lesson.

- **Minimum Target Grade:** This is the minimum target grade that your son/daughter is expected to achieve based on their prior attainment & statistical evidence. GCSE results are used to generate this aspirational target.
- **Estimate:** This is the teacher estimate of the grade that your son/daughter will achieve at the end of their A-Level course.
 - A-Level subjects are graded between A and E (U = unclassified);
 - Cambridge Technicals and BTEC Applied Science are graded D* (Distinction Star), D (Distinction), M (Merit) or P (Pass);
 - BTEC Sport is graded D*D* (Double Distinction Star), D*D (Distinction Star Distinction) DD (Double Distinction), DM (Distinction Merit), MM (Double Merit), MP (Merit, Pass) and PP (Double Pass).

Colour Coding

We have simplified our colour coding system for reports. Any subject where students are felt to be working at a level that means they may not meet their target is shaded blue. Teachers and tutors will be working specifically to support students in these subjects, and we would encourage you to discuss these subjects at home.

Attitude to Learning Grades: These are graded A, B, C or D, details of the criteria for each attitude to learning grade can be found below as well as in student planners.

Grade	Behaviour	Independent learning
A	Approaches lessons enthusiastically and engages positively in learning. Treats all individuals with respect; has high aspirations for self and is a role model for other students.	Homework tasks are always completed to a very good standard and additional extension tasks are usually completed. There is clear evidence of going beyond simply completing set and suggested tasks through additional reading, research etc.
B	Approaches lessons purposefully and engages positively in learning. Treats all individuals with respect and has high aspirations for self and others.	All set homework completed on time and to a good level and additional suggested independent work often attempted.
C	Usually approaches lessons purposefully and engages in learning. Responds positively to reminders to remain-on-task and has aspirations for self and others.	Homework is usually completed on time, but often only just to a satisfactory level. Independent work occasionally takes place, but is very sporadic.
D	There is a reluctance to engage with and contribute to lessons therefore becoming a barrier to learning. Their behaviour can prevent learning from taking place both for themselves and others.	Homework is often late or incomplete or of a very poor standard and there is very little evidence of any extra independent learning.