

Year 11 Progress Reports

We publish two progress reports for parents and students in Year 11. These are made available in November and March, and are designed to help you track your child's progress as they prepare for their GCSE examinations.

Your child will use the reports during tutor time and in their individual classes. They are shared so that teachers and students can use their attainment and progress assessments alongside their attitude to learning grades to set subject-specific targets.

Subject teachers provide regular, accurate and personalised feedback about the standard of the work that they see during lessons, and it is important that your child knows the areas they are confident in as well as the steps they could take to develop their knowledge, skills or understanding further. This is supported by learning conversations that take place in lessons, as written feedback and questions on classwork, and homework in Teams.

Report Content:

Name, House and Form group: Please check the spelling of your child's name and inform us of any errors, as this is how their name will appear on any reports and certificates. For your information, your child's house and form group are also provided.

Target: This is the grade that your child is expected to achieve based on their prior attainment and statistical evidence. Results from Key Stage 2 assessments are used to generate this aspirational target, using methodology from the Department for Education. These are reviewed as your child moves through school, with any changes reflecting national changes in the expected outcomes for students.

Estimate: This is the teacher estimate of the grade that your child is likely to achieve at the end of the GCSE course. The grades range from 9 and 1, with 9 being the highest achievable grade.

- All GCSE subjects use the 9 – 1 grading system.
- BTEC and Cambridge National Courses are graded L2D* (Level 2 Distinction Star), L2D (Level 2 Distinction), L2M (Level 2 Merit) or L2P (Level 2 Pass). If the pass is at Level 1 (L1D, L1M or L1P) this is equivalent to GCSE grades E, F and G.
- Some college courses are graded 1 or 2 indicating a level 1 pass (equivalent to GCSE grades 3-1) or a level 2 pass (equivalent to GCSE 9-4).

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 will not meet their target is shaded blue. Teachers and tutors will be working to support students in these subjects, and we would encourage you to discuss progress in these subjects at home.

Attitude to Learning Grades

In each report, teachers will use Attitude to Learning grades (A2L) to indicate whether a student's attitude and habits are supporting their learning. Attitude to learning grades are split in to attitude in the classroom (Attitude towards learning) and attitude to independent learning and homework (Independent learning).

The A2L grades are differentiated as follows:

- A** Approaches the A2L strands positively and to a high personal standard.
- B** Usually approaches the A2L strands to a good personal standard.
- C** Occasional reluctance to engage with some of the A2L strands but usually responds positively to reminders to remain on-task or to complete missing work.
- D** Reluctance to engage with the A2L strands and contribute to lessons or independent learning, which is therefore creating a barrier to learning.

The full descriptors for the A2L strands are provided below, and teachers use a best-fit model when applying these. This means that a student who is awarded an Attitude to Learning grade of 'C' will display many, but not necessarily all of the characteristics given in the descriptors. For example a student that has been awarded a C grade for Attitude to Learning may consistently bring the correct equipment to lessons, but could still be awarded a C grade because their approach to their books and folders means that they are not well organised.

| | Attitude towards Learning | Independent Learning |
|----------|--|--|
| A | Arrival at class is punctual, and lessons are always approached enthusiastically. Quick to settle to tasks and activities. Always correctly equipped and fully prepared for lessons. Exercise books/folders are well cared for and well-organised, with detailed lesson notes. Thoughtful responses are given to teacher questioning and prompting, both verbally and in books. | Homework tasks are always completed on time, and to a high standard. Additional tasks or extension materials are consistently completed. Where appropriate, there is clear evidence of wider reading, research or investigation, in addition to the tasks set in lessons. |
| B | Arrival at class is punctual, and lessons are approached enthusiastically. Quick to settle to tasks and activities. Always correctly equipped for lessons. Exercise books/folders are generally well cared for and well-organised, with detailed lesson notes. Thoughtful responses are given to teacher questioning and prompting, verbally or in books. | Homework tasks are completed on time, and to a good standard. Additional tasks or extension materials are often completed. Where appropriate, there is some evidence of wider reading, research or investigation, in addition to the tasks set in lessons. |
| C | Arrival at class is usually punctual, and approach to lessons is generally positive. Responds positively to reminders to remain on-task. Usually equipped for lessons. Some support is needed to organise exercise book/folder correctly. Some responses are given to teacher questioning and prompting, verbally or in books. | Homework tasks are usually completed on time. The standard of homework may be lower than expected. Additional tasks or extension materials are sometimes completed, but this is not consistent. There is little evidence of wider reading, research or investigation, other than the tasks set in lessons. |
| D | Arrival at class may be late. Approach to lessons is not always positive, with a reluctance to engage with tasks and activities, creating a barrier to learning for themselves and for others. Often without correct equipment. Exercise books/folders are disorganised and lack useful lesson notes and materials. Responses to teacher questioning do not help learning. | Homework is often late or incomplete, or of a poor standard. Additional tasks or extension materials are not attempted. There is very little evidence of any extra independent learning taking place. |

Science Grades:

All students in Years 9 and 10 have a Science Trilogy target and estimate. These are expressed as two grades e.g. 77 or 76. A grade of 76 means that the student is performing above the standard expected at grade 6 but not reaching the full standard expected at level 7.

Students in Year 11 will continue to receive Trilogy grades unless they are being entered for GCSEs in Biology, Physics and Chemistry separately.

A guide to our curriculum can be found on the school website here:

<http://www.southhunsley.org.uk/secondary-school/curriculum>

Report Content Page 2

Prior Attainment:

- **Key Stage 2:** At the end of Year 6 (the final year of Key Stage 2 or primary school), students take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling. Students scoring 100 or above in these tests have met the required standard to be considered 'secondary ready'. These are provided by your child's primary school. These are used to help us set Key Stage 4 targets.
- **CAT Score:** Your child's scores from their Cognitive Ability Tests (CATs) are provided. CATs are nationally standardised scores based on a sample of 25,000 UK pupils. They test four types of reasoning skills: quantitative, verbal, non-verbal and spatial awareness. Scores range from 59 to 141, with the national average being 100. These scores are not used to set targets in school but they are used to give a broader perspective on student ability.

Expected GCSE Grade: Each student's key stage 2 score allows us to calculate an expected GCSE grade. This is an aspirational grade, which is reviewed annually as your child moves through school. Any change in the target will reflect national changes in expected outcomes for students.

Attendance: Your child'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. The figures quoted are in sessions or half days i.e. 2 absences means your child was absent for two sessions, often one morning session and one afternoon session, totalling one full day. Unauthorised absences are sessions where your child has not been at school, and a valid reason has not been provided.

Behaviour:

- The school uses an Achievement Points system as a positive behaviour reward for students. Students earn rewards once they have gained more than 10 House Points. Rewards include stationery, sports equipment, charity donations and vouchers for local attractions.
- Students may receive written warnings in line with the school behaviour policy. Once students accumulate a number of written warnings a member of our pastoral team will contact you to discuss any issues.