

Year 13 Progress Reports

We publish two progress reports for parents and students in Year 13, as well as a mock exam result. These are made available in November and March.

Students will use the reports during tutor time. They are shared with form tutors to help support each member of 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 each student 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:** The report includes the percentage attendance in each subject.
- **Minimum Target Grade:** This is the minimum target grade that each student is expected to achieve based on their prior attainment & statistical evidence. GCSE results are used to generate this aspirational target. It will be the same for all subjects.
- **Estimate:** This is the teacher estimate of the grade that each student 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

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	Homework is often late or incomplete, or of a poor standard. Additional tasks or extension materials are not attempted.

	correct equipment. Exercise books/folders are disorganised and lack useful lesson notes and materials. Responses to teacher questioning do not help learning.	There is very little evidence of any extra independent learning taking place.
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