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 track each student's progress throughout the academic year.

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.

Chance Chart per Subject: This gives an indication of the chances of your child achieving the range of A Level grades, based on their prior data. We are trialling not issuing individual target grades for our pupils as these are sometimes perceived as a ceiling and can become demotivating. Instead, we are sharing with pupils their approximate chance of achieving each grade at A level based on their GCSE grades. These are shown in the chart shown on each report. These 'chances' are based on historical data at both national and school level.

They are meant to be used as an approximate guide only as pupils have different strengths and will perform better in some subjects than others. As they are based on GCSE averages, stronger performances in some areas of the assessments would indicate stronger performances in some subjects.

Pupil performance can be affected by a number of factors such as attendance, attitude to learning and behaviour. Pupils may feel they underperformed in their GCSE exams and the chance charts may therefore be less accurate for them. All the percentages are rounded to the nearest whole number so even though the chances of achieving some grades might be zero, this does not mean your child can not achieve these grades.

Pupils should not feel limited by their prior data, and in presenting these chance charts we hope every child feels they are capable of the very best outcomes, regardless of their starting point.

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.

	Behaviour	Independent Learning
A	- Arrive to lesson on time - Lessons are always approached enthusiastically, showing respect for all members of our community. - Follows instructions first time, every time, engages fully with learning and listens carefully. - Often attempts extension tasks. - Questions are thoughtfully answered and asked. - Always has the right equipment and fully prepared for lessons with presentation of work to a high standard.	- Homework tasks are completed on time, every time, and to a high standard. - Where appropriate additional reading and research is consistently completed which enhances understanding of the subject.
B	- Arrive to lesson on time - Shows respect for all members of our community. - Follows instructions first time, every time, engages with learning and listens carefully Questions are thoughtfully answered. - Always has the right equipment and fully prepared for lessons with presentation of work to a high standard.	- Homework tasks are completed on time, every time and to a good standard. - Revision is completed ahead of assessments where appropriate.
C	- Usually arrives to lesson on time - Usually engages with learning, and listens. - Responds well to reminders to follow instructions and be respectful to all members of our community. - Some responses are given to teacher questioning. - Usually has the right equipment and prepared for lessons with some support needed for presentation of work to be of a high standard.	- Homework tasks are usually completed on time, but to a lower standard than expected. - Some evidence of revision for assessments being completed.
D	- Often arrives to lesson late - Does not engage fully with learning and often does not listen. - Reminders to follow instructions and be respectful to all members of our community are not always positively received. - Responses to questioning are minimal. - Often without the right equipment and presentation requires improvement.	- Homework is often late or incomplete, or of a poor standard. - There is very little evidence of any extra independent learning taking place, particularly in terms of revision.