

Year 10 Progress Report

January

Student:

Tutor Group:

House:

Attendance: 98%

Absences: 2 Authorised

0 Unauthorised

Achievement Pts: 1150

Behaviour Pts: 0

This report shows whether XXXX is making the required level of progress to achieve his/her potential in each subject. Subjects are GCSE unless otherwise stated.

Subject	Target Grade	Current Grade	Projected Grade	Area To Improve	ATL	Homework Concern	Parental Contact Required
English Language	5	4	5	Subject Skills	2		
English Literature	5	2	5	Attendance	3		
Maths	7	5-	6		1		

Biology	6	3	5	Revision	3		
Chemistry	6	4	6	Revision	3		
Engineering Des. CN Certificate	L2M	L2P	L2M	Coursework	2		
Food Prep and Nutrition	5	1	4	Confidence	2		
French	5	3	3	Attendance	3		
History	5	3	4	Revision	2		
Physics	7	3	6	Content Knowledge	3		

Attendance

The Academy expects a minimum attendance of 97% because there is a strong link between attendance and attainment. National evidence shows that missing 17 days per year reduces Key Stage 4 results by one whole grade on average.

Target Grade

This is the minimum grade that XXXX should aim to achieve in his exam at the end of the course. Targets are based on his/her attainment in the Key Stage 2 SATs or in baseline assessments.

Current Grade

This is the grade XXXX is currently working at based on assessments completed in class.

Projected Grade

This is the grade XXXX is currently predicted to achieve at the end of the course.

The colour-coding shows how the predicted grade compares to the target grade for each subject:

Predicted Grade higher than Target	Predicted Grade equal to Target
Predicted Grade one grade lower than Target	Predicted Grade two or more grades lower than Target

Grades

- GCSE subjects are graded 9 to 1, with 9 being the highest and 1 the lowest.
- P3, P2 and P1 grades are all below grade 1, with P3 being the highest and P1 the lowest.
- BTEC 1st Award grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Pass at Level 1 (L1P).
- BTEC Tech Award grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Distinction, Merit, Pass at Level 1 (L1D, L1M, L1P).
- CN Certificate grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Distinction, Merit, Pass at Level 1 (L1D, L1M, L1P).
- + after a grade (e.g. 5+) represents strong achievement of that grade.
- - after a grade (e.g. 5-) represents minimal achievement of that grade.
- U signifies Ungraded.
- X means will not be entered for the end of course exams.

Area to Improve

This is the main factor currently preventing XXXX from achieving his target or the area he most needs to focus on to ensure he reaches or exceeds his target.

Attitude to Learning (ATL)

Attitude to Learning is measured on a scale from one to six, with one being the highest score and six being the lowest. **Appendix 1** provides reports linked to each ATL score so that you can understand how XXXX is performing in each of their curriculum subjects.

Homework Concern

Where this is present (Yes), homework for this subject has been highlighted as a concern by the subject teacher. This means that homework may not have been completed on a regular basis, has often been late or has not been completed to a high enough standard. If this is not present, this means the subject teacher is happy with the quality of the homework.

Parental Contact Required

We know parents can have a significant impact on outcomes for students. Therefore, where this is present (Yes), the Academy would appreciate a phone call from you or a meeting with you as soon as possible to address issues identified by the subject teacher, so please get in touch. Alternatively, if a parents evening is coming up, your attendance is required to discuss what the subject teacher and you can do to work together to support XXXX to improve in this area. Even if this is not present, feel free to contact the Academy at any time and we would obviously still like to see you at the next parents evening!

Any questions you have regarding specific subjects in this report should be directed to the subject teacher in the first instance. Where concerns cover a range of subjects, please contact XXXX Form Tutor via the Academy Office on 01623 623559.

Yours sincerely,
Mr J. Griffiths
Assistant Principal

Appendix 1: Attitude to Learning Reports

ATL Score	Report
<p>1 – Star Pupil</p>	<p>A pupil who always settles quickly to You do tasks, applying their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They always ask questions about their learning to deepen their understanding.</p> <p>A pupil who always gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They never shy away from attempting work that challenges them.</p> <p>A pupil who always attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is always of a very high standard and they catch up on work missed through absence. They prepare conscientiously and thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who always reflects on the advice and feedback from their teacher and acts upon it to improve their work. They always reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with exemplary behaviour who always follows the QEA Way. They listen, avoid interruptions, follow instructions and take pride in what they do. They show respect to other learners by listening to and respecting their views and by not interrupting their learning.</p>
<p>2 – Secure Pupil</p>	<p>A pupil who regularly settles quickly to You do tasks, trying their best to apply their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They regularly ask questions about their learning to deepen their understanding.</p> <p>A pupil who regularly gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They regularly attempt work that challenges them.</p> <p>A pupil who regularly attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is regularly of a high standard and they regularly catch up on work missed through absence. They prepare thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who regularly reflects on the advice and feedback from their teacher and acts upon it to improve their work. They regularly reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with very good behaviour who regularly follows the QEA Way. They listen, rarely interrupt, follow instructions and regularly take pride in what they do. They show respect to other learners by listening to and respecting their views and by rarely interrupting their learning.</p>

<p style="text-align: center;">3 – Developing Pupil</p>	<p>A pupil who sometimes settles quickly to You do tasks, and sometimes applies their knowledge independently. They could spend longer thinking about a task before they ask for help from the teacher. They sometimes consider what knowledge they already have to help them solve a problem or task. They sometimes ask questions about their learning to deepen their understanding but need to do this more frequently.</p> <p>A pupil who sometimes gives of their best, even when the work is challenging. They sometimes refrain from engaging in lessons because they are afraid to get things wrong. They sometimes attempt work that challenges them but need to do this more frequently to progress.</p> <p>A pupil who sometimes takes responsibility for their own actions, effort, homework and learning. Their work is usually of a standard that reflects their ability. They sometimes catch up on work missed through absence. They sometimes prepare for assessments / exams but need to do this more thoroughly if they are going to consistently make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who sometimes reflects on the advice and feedback from their teacher and acts upon it to improve their work. They sometimes reflect on gaps in their learning, identified through knowledge retrieval activities, but need to address these gaps through regular homework and revision.</p>
<p style="text-align: center;">4 – Emerging Pupil</p>	<p>A pupil who rarely settles quickly to You do tasks, failing to apply their knowledge independently. They rarely think about a task and are either too quick to ask for help from the teacher or not to ask for help at all. They rarely consider what knowledge they already have and as a result do not apply it to solve a problem or task. They rarely ask questions about their learning and this limits their understanding.</p> <p>A pupil who rarely gives of their best. They lack confidence in their abilities and rarely attempt work that challenges them. They usually prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who rarely takes responsibility for their own actions, effort, homework and learning. Their work is rarely of a standard that reflects their ability and they rarely catch up on work missed through absence. They rarely prepare sufficiently for assessments / exams and this means their progress is usually below the expected standard for someone of their ability.</p> <p>A pupil who rarely reflects on the advice and feedback from their teacher and consequently rarely improves their work. They rarely reflect on gaps in their learning or try to address these gaps through homework and revision. They rarely meet deadlines for classwork and homework.</p>

<p style="text-align: center;">5 – Reluctant Pupil</p>	<p>A pupil who never settles quickly to You do tasks, failing to apply their knowledge independently. They never think about a task and ask for help from the teacher immediately. They never consider what knowledge they already have and as a result do not apply it to solve a problem or task. They never ask questions about their learning and this limits their understanding.</p> <p>A pupil who never gives of their best. They lack confidence in their abilities and never attempt work that challenges them. They prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who never attends lessons with the correct equipment and never takes responsibility for their own actions, effort, homework and learning. Their work is never of a standard that reflects their ability and they never catch up on work missed through absence. They never prepare for assessments / exams and this means their progress is below the expected standard for someone of their ability.</p> <p>A pupil who never reflects on the advice and feedback from their teacher and consequently never improves their work. They never reflect on gaps in their learning or try to address these gaps through homework and revision.</p>
<p>6 – Limited Evidence</p>	<p>A pupil whose high level of absence or non-attendance is severely hindering their progress in this subject.</p>