

St Laurence School
Reporting on Student Progress and Achievement KS5 2018 - 19

Students in the Sixth Form will receive eight reports during years 12 and 13. (See Appendix 2).

The purpose of these reports is to provide regular information on student's development as a learner (through the learning profiles) and a measure of the progress they are making. Not all information is reported on at every round of report writing or for every subject. The report may contain the following information – it will vary depending on which report it is and the time of report writing:

Learning Profiles

These describe attitudes to study and are regularly referred to in lessons and tutorial work. The three profiles are described in **Appendix 1 "Learning Profiles"**. By trying to improve their approach to learning, students can make much better progress.

In lessons students will reflect on their progress and with the help of teachers set targets in their planners to help them improve their work. We encourage you to support your son/ daughter in looking at these learning targets regularly.

A Fine Grade

This is similar to GCSE for example a C+, C or C- depending on where the student is, in relation to the next grade up or down. C+ is closer to a B and C- is closer to a D.

Predicted Grade

This is a professional judgement on the end of A Level grade the student will achieve if they continue to work at the same level as they are at the time of writing the report.

Winter Exam Grade

This will be the exam grade received in the January of Year 13.

Summer Exam Grade

This will be the exam grade received in the July of Year 12.

Indicator Grade

This Indicator grade will have been agreed during a discussion between the subject teacher and student; it is based on expected progress against the national average per subject when measured against their GCSE average points score.

Other information

- Attendance data - this will be expressed as a % attendance between the dates reported.
- Punctuality - this will be the number of late marks for each subject.

Appendix 1 - Learning Profiles

To make the best possible progress students need to be ready to learn, resilient and determined and willing to take an active part in lessons and learning. With certain reports during the year teachers will give students, parents and carers feedback on whether students:

- Are “Prepared for Learning”
- Have a positive “Attitude to Learning”
- “Engage in Learning”

These judgements are reported as the ‘Learning Profile’ and described in more detail below.

Prepared for Learning

Students are organised and take responsibility:

they bring the correct equipment, including the planner and home learning; they understand and use their own targets to inform their future work

Students are punctual; they have the ‘right tools’ for the work they have to complete in their individual lessons. Students use the planner and other documentation to record targets; these are referred to and reflected on regularly in order to improve work. Students complete home learning to a good standard with purpose and pride; it is handed in on time. Students catch up on work they have missed through absence.

Attitude to Learning

Students are determined and exercise self-control:

they take pride in achieving the best they can; they work hard to solve problems and overcome difficulties

Students contribute to the learning in the lesson by listening carefully, modelling appropriate behaviour for learning and supporting others. Students are not afraid to make mistakes. They demonstrate persistence and resilience, and value the mastering of skills. Students present work to the best of their ability.

Engaged in Learning

Students are independent and show interest:

they participate positively in a variety of ways and demonstrate curiosity

Students actively seek to extend their knowledge, skills and understanding, and show that they derive pleasure from this. Students demonstrate that they see the relationships between different subjects; they enjoy finding out about viewpoints other than their own. Through their thoughtful contributions, including offering opinions and asking questions, students enhance learning; they try to reflect on why or how learning takes place.

Grades

For each aspect of learning, teachers will judge the consistency with which students display the behaviours described using the following terms:

- Always
- Usually
- Sometimes
- Rarely

Appendix 2: Reporting Calendar 2018-19

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	Report 1 SENT HOME 8 November	SUBJECT EVENING 29 November Report 2 SENT HOME 20 December	Report 3 SENT HOME 31 January			Report 4 & Statements SENT HOME 12 July
13	SUBJECT EVENING 20 September Report 5 SENT HOME 18 October	Report 6 SENT HOME 20 December	Report 7 SENT HOME 7 February	SUBJECT EVENING 14 March Report 8 SENT HOME 4 April		