Reporting Explained Year 10 - 11

The college has 2 sessions a day an AM and PM session. When a student is absent for 1 day it will appear as 2 authorised or unathorised absences due to the AM and PM session each day.

Attendance	%	Authorised absence	Authorised Absences	Unauthorised absence	Unauthorised Absences

The minimum target for attendance is 97%. Studies have shown that any student with attendance below 97% may not make expected progress.

Reading age is calculated once the student has completed a reading assessment.

The average reading age required for GCSE exam papers is 15 years 9 months (15/9) – Renaissance Learning Report.
Your child's reading age is **Result**

AtL (Attitude to Learning) see descriptors on report below.

Assessment Pathway = Result

We have developed pathways labelled 3-8 based on student's prior attainment (CATs and Scaled Scores). The number represents the minimum average grade a student should be aiming for across their subjects when they sit their GCSE exams in Year 11.

Working at Grade (WAG) is entered by the subject teacher. The numbers are based on grades (8-1). A "W" shows they are working towards Grade 1. Subgrades of -/=/+ are used to show where on the range the student is currently.

Target Grade is the end of Year 11 target grade for each subject.

Note: At certain points of the academic year, an EEG (Estimate End Grade) may be included on student reports. This will outline a grade that teachers their students to achieve at the end of year 11, based on their performance in exams.

Subject	Working at Grade (WAG)	Target Grade	Estimated End Grade (EEG)	Attitude to Learning (AtL)
Subject	1+	6	6	1
Subject	W-	6	7	1
Subject	W+	7	6	3
Subject	2+	7	7	1
Subject	W=	7	7	4
Subject	1-	6	6	3
Subject	3+	6	6	2
Subject	4-	6	6	1
Subject	1=	6	7	3
Subject	2+	7	7	1
Subject	3	7	7	1

"Working At" Grade – current attainment scores based on (student name) assessment pathway. "The expectation" has been calculated based on KS2 assessments in Reading and Maths, and the Department for Education aspirational targets.
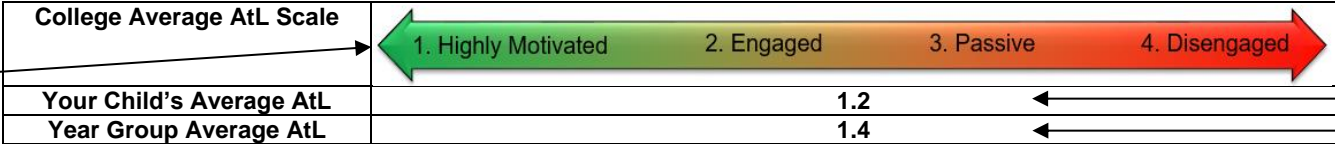
Well Above	Working beyond their expected grade
Above Expected	Working above their expected grade
Expected	Achieving their expected grade
Emerging	Working on the borderline of their expected grade

The key shows what the colours represent. A student that is making the required progress towards their final GCSE target will be showing dark blue and / or yellow. Orange shows a subject that needs development (multiple oranges across reports would be a concern within the Spring or Summer reporting, but may be expected in the Autumn). Light blue and purple are only seen in a small % of students and shows they are excelling and likely to achieve above their GCSE target grade at the end of their 5 years of study if they continue working at their current rate.

Below Expected	Currently working below their expected grade

Attitude to Learning – a summary of (student name) attitude, ability and willingness to learn. Further explanation of each level is shown below.

1.	Highly Motivated Learner	Your child is highly motivated to succeed; attends well, is punctual, organised and extremely focussed in lessons. They take responsibility for their own learning; always meet deadlines and go above what is expected when completing independent work. They are a reflective learner who responds positively to feedback and acts on advice in order to make progress.
2.	Engaged Learner	Your child is motivated to succeed; attends well, is punctual, organised and focussed in lessons. With instruction and guidance, they complete tasks and meet all deadlines. They act on feedback to make progress and show a desire to improve.
3.	Passive Learner	Your child is sometimes motivated to succeed and occasionally shows interest towards their learning. Their classwork/homework may be incomplete or lack detail. They listen to teachers and other students, but don't always volunteer answers unless directly asked. They sometimes act on feedback to learn from their mistakes but must ask for help when they don't understand.
4.	Disengaged Learner	Your child is rarely motivated to succeed; their progress may be affected by poor attendance, punctuality and lack of equipment. They need to work independently and are easily distracted when learning. They must meet deadlines and hand in homework on time. They must develop resilience; act upon feedback and try to improve their work.

The closer the score is to '1' the better the AtL for the student. 1.0 is the highest score possible. 4.0 is the lowest score possible.

This allows comparison of your child's average AtL compared to their peers.

In this example, the student is scored 1.2 for AtL. The year group average is 1.4, therefore the student's AtL is +0.2 better than their year peers, on average.

College Average AtL Scale	1. Highly Motivated 2. Engaged 3. Passive 4. Disengaged
Your Child's Average AtL	**1.2**
Year Group Average AtL	**1.4**

Combined Science students will have a single working at grade and three ATL grades. This is because biology, chemistry and physics are timetabled with different teachers. Triple science students will have three working at grades and three ATL grades.

If your child has recently started at the college, then teachers may not have yet been able to make an assessment.