



## Guide to Progress Reports

Progress Reports are provided three times during the school year at the end of each term (except Y11 and 13). The Progress Report will display the latest pastoral information, such as attendance and punctuality data, reward stamps, comments etc. along with the academic progress data for that term. These reports are sent home via Edulink.

### Student Meetings with Senior Leaders

Every student in the school meets with a Senior Leader (3 times a year) to discuss their progress across all subjects and this allows students to talk about any problems they may be experiencing, and the Senior Leader can help and offer advice. This is also an opportunity to set targets for students to work towards for their next Progress Report. The Senior Leader can put in place any interventions that may be necessary at this point too.

**The KS3 (Years 7-9) Progress Report** will report assessment data in the form of the criteria:

**Emerging, Developing, Secure and Excelling** in terms of their progress in each subject.

This progress is directly linked to the KS3 assessment grids for each subject, which can be found on Headlands School website under Curriculum.

In reading, writing and numeracy, students have a strength (what they have done well) and a focus (what they need to improve on).

**The KS4/5 (Years 10-13) Progress Report** will report in terms of GCSE/BTEC/A-Level assessment criteria:

The report will show a predicted grade; this is an indication of the grade that the student is likely to achieve in the GCSE/BTEC/A-Level exam at the end of Year 11/13, respectively.

The report also gives an indication of how well students are achieving within a grade by teachers awarding **L, M or U**

L = student is currently attaining the lower third of the grade.

M = student is currently attaining the middle third of the grade

U = student is currently attaining the upper third of the grade (with the potential to achieve the next grade)

**Aspirational Target** On all KS4/KS5 reports there will be an **Aspirational Target**. At KS4 this is based on their KS2 results in Reading and Maths. At KS5 this is based on their average score at KS4. This target has been calculated based on national estimates and expectations of similar students across the country. The target is “Aspirational” as we want students to be supported and challenged throughout their school experience and therefore achieve their full potential.

**:PRIDE :ASPIRE :RESPECT**





### Attitude to Learning (ATL)

Following feedback from parents and carers we have decided to introduce an Attitude to Learning grade for all students and for each subject they study.

A = Excellent attitude to learning

B = Good attitude to learning

C = Inconsistent attitude to learning

D = Attitude to learning is a concern

See below for the criteria that all teachers have used in making their decision on each student's attitude to learning score. Teachers have been asked to provide one grade per student per subject so they have used the grade of best fit.

For example: if a student scores a grade A for passion and respect, a grade C for feedback and readiness and a grade B for challenge, resilience and effort. The teacher will most likely give the average grade of a B in that subject.



### Attitude to Learning Criteria

Student Character	A Excellent	B Good	C Inconsistent	D Concern
Passion	I am enthusiastic to learn new things	I am interested to learn new things	I am passive when learning new things	I do not enjoy learning new things
Challenge	I always embrace challenging tasks in my learning	I am willing to attempt challenging tasks in my learning	I am sometimes willing to attempt challenging tasks in my learning	I am not willing to attempt challenging tasks in my learning
Resilience	I never give up and support other students when the learning gets challenging	I never give up when my learning gets challenging	I sometimes give up easily when my learning gets challenging	I give up easily when my learning gets challenging
Feedback	I actively seek feedback in order to improve my learning	I respond to feedback to improve my learning	I sometimes respond to feedback to improve my learning	I do not respond to feedback in order to improve my learning
Effort	I work hard throughout my lesson so I can achieve to the best of my ability	I work hard throughout my lesson	I sometimes work hard in my lesson	I do not work hard in my lesson
Readiness	I arrive at the lesson ready to learn	I arrive at the lesson ready to learn	I sometimes arrive to the lesson unprepared	I have arrived to the lesson unprepared
Respect	I treat all members of the school with the upmost respect	I treat all members of the school with respect	I treat some members of the school with respect	I do not treat all members of the school with respect

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