

Explanation of Terms used within report:

Grades:

Listed below are the grades available for the different types of course which we run in the Sixth Form.

Most subjects are working towards A Levels. The exceptions are:

Mathematical Studies will be working towards an AS type grade at the end of Year 13.

Maths, Biology, Chemistry, Physics and Electronics will be entered for AS exams at the end of Year 12 and then will obtain full A Level grades at the end of Year 13.

Business BTEC, Sport, Applied Science and Year 12 Travel & Tourism are working towards BTEC Level 3 Extended Certificates at the end of Year 13.

Year 13 Travel & Tourism are working towards a Level 3 BTEC Sub Diploma at the end of Year 13.

Performing Arts students are either working towards a Cambridge Technical Level 3 Extended Diploma (the equivalent of 3 A Levels) or the Cambridge Technical Level 3 Foundation Diploma, along with their other A Levels/BTECs.

In addition, some students will be retaking their English or Maths GCSEs, which use the standard 9-1 grades.

A Level Grades	AS Grades	BTEC Level 3 Ext. Certificate or Sub Diploma	Cambridge Level 3 Ext. Diploma	Cambridge Level 3 Foundation Diploma
A*				
A	A	D*	D*D*D* D*D*D	D*D D*D*
B	B	D	D*DD DDD DDM	D*D DD
C	C	M	DMM MMM MMP	DM MM
D	D	P	MPP PPP	MP PP
E	E			
U	U	U	U	U

Alongside the projected and current grades there may be a – or + indicating how secure that grade is i.e. whether a student is only just achieving this grade or has potential for the next grade.

Target Grades: These are generated automatically using a system called ALPS and are based on each student's GCSE results. Further information about ALPS can be found at <https://www.alps.education/alps-connect>.

Projected Grade: This is the grade predicted to be achieved at the end of the specified year, as assessed by the subject teacher.

Current Grade: This is the grade which the student is currently working at based on recent assessments, homework and classwork. For students not yet achieving A Level or BTEC standard a grade of U may be used indicating that the student is Working Towards the desired level.

Classroom attitude

Excellent – Working very hard

Good – Working well

Concern – Some cause for concern

Serious Concern – Serious cause for concern

Homework

Excellent – Completes all homework very well

Good – Usually tackles homework tasks well

Concern – Homework sometimes lacks effort

Serious Concern – Makes little to no effort with homework tasks.

Positive Code: These codes are used to indicate where a student has strengths.

Improvement Code: These codes are used to indicate where students need to improve to help make better progress.

Positive

Actively engages in learning
Continues to persevere when work is challenging
Can recall key facts
Demonstrates an ambitious attitude to learning
Engagement in lessons is always positive
Effectively uses feedback to improve progress
Work demonstrates creative flair
The quality of homework is a strength
Independent learning is a strength
Displays dignity in lessons
Is able to ask for help when needed
Literacy skills are a strength
Makes excellent contributions to class discussions
Numeracy skills are a strength
Challenges themselves in lessons
Practical skills are a strength
Quality of coursework is a strength
Asks relevant questions
Seeks to fulfil own potential
Excellent attendance
Appropriately engages in class discussions
Uses subject specific terminology effectively
Works productively with other students
Uses effective exam techniques
Creates coherent and structured arguments
Actively reads independently to improve understanding

Improvement

Actively engage in lessons
Complete all tasks to the best of your ability
Support points with facts and evidence
Attend all lessons on time and fully equipped to avoid missed learning
Develop a more positive attitude to learning
Positively respond to feedback to improve progress and learning
Take risks to develop creative flair
Spend more time on ensuring homework is completed to a high standard
Actively revise subject knowledge e.g. using flashcards, mind maps and retrieval practice
Complete independent research related to the subject
Be attentive to instructions to develop independence
Work on improving spelling, punctuation and grammar
Improve class participation by responding to cold calling and questions
Use quotations/references/diagrams accurately as evidence for your thinking
Complete tasks missed through absence
Read for knowledge, pleasure or interest frequently
Complete your subject coursework to a high standard
Add explanation that answers questions
Actively reflect on your work to improve accuracy and detail
Improve class attendance to above 95%
Engage positively in opportunities to discuss and talk with others
Learn and use key subject specific terminology
Develop your ability to work with others
Practice exam style
Develop both sides of the argument
Develop evaluation by using evidence to make informed judgements
Uses exam techniques/acronyms to help structure written answers